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ABSTRACT

An analysis of surveys conducted by the National Center for Education Statistics shows that the overwhelming majority of U.S. secondary schools offered one or more courses in the arts and in the humanities during the 1981-1982 school year. The arts program most commonly available was music, offered by over 90 percent of the schools; the humanities offerings at nearly all schools included English and history. Regarding enrollment, approximately 69 percent of high school seniors had taken one or more courses in the arts between their freshman and their senior years, and 99 percent had taken at least one humanities course. An overview of the study findings is presented. Specifically discussed are offerings and enrollments in arts and humanities as related to school type; school size, region, and urbanicity; percent of students in an academic high school program; availability of a gifted-talented program; student body characteristics; and percent of graduates expected to enter college. The characteristics of students concentrating in the arts and humanities are also examined. The appendix contains descriptions of the sample designs, data sources, and data adjustments, and a complete list of arts and humanities courses offered. (RM)

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Course Offerings and Enrollments in the
Arts and the Humanities at the Secondary School Level

Evaluation Technologies, Inc.
Arlington, Virginia

NCES Project Officer
George H. Brown

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EXECUTIVE SUMMARY

1. Study Background and Goals

It is generally acknowledged that students in the secondary schools of the United States are exposed to very little instruction in the arts. Similarly, with the exception of those courses which are integral parts of an academic program (e.g., English, history, and foreign language) exposure to the humanities is limited in the nation's secondary schools.

There have been a number of explanations offered for the lack of emphasis on the arts and on the humanities in America's educational system. According to some, the status of arts and humanities education in America's schools is a reflection of the commonly held belief that the study of these areas is not necessary to prepare students for further education or for success in the job market. Arts and humanities are frequently seen as antithetical to the back-to-basics movement with its narrow conception of curriculum. Others view the increased emphasis on mathematics and science as detrimental to the future of arts and humanities education.

The view that the arts and the humanities are not an integral part of the education of the nation's youth has been challenged. The College Board, the National Commission on Excellence in Education, and the Carnegie Foundation have all stated the importance of these subject areas in the overall educational experience. The College Board and the Carnegie Foundation have suggested that the arts be identified as one of the basics in a core curriculum and that the principles associated with the humanities be affirmed as concepts essential for understanding one's community and the world.

What has been needed to support any new impetus in arts and humanities education is contemporary information on the status of arts and humanities instruction in the nation's schools. Information has been needed on secondary school arts and humanities offerings and the levels of student participation in these courses. In addition, information has been needed on the characteristics of schools offering arts and humanities instruction and on the types of students who have chosen to study in these areas.

The National Center for Education Statistics (NCES) of the U.S. Department of Education contracted with Evaluation Technologies Incorporated to design and conduct an analysis of arts and humanities education. The general objectives of the analysis were to:

- Identify current arts and humanities course offerings and student enrollments in U.S. secondary schools;
- Identify those school characteristics associated with course offerings and course enrollments in the arts and the humanities;
- Define the arts and humanities course-taking patterns of secondary school students;
- Determine the characteristics of students who took more than the average amount of coursework in the arts and the humanities; and
- Determine the occupational and educational aspirations of students who took more than the average amount of coursework in the arts and the humanities.

2. Offerings and Enrollments in the Arts and Humanities

Over 18,600 (94.1 percent) of the 19,725 secondary schools in the United States offered one or more courses in the arts during the 1981-82 school year. Schools offered a total of 223,000 course titles in the arts, with an average of 11 distinct course titles offered per school. These courses varied in length from one-quarter of a year to one full year.

The arts program most commonly offered was music [see Figure 1]. Music instruction was offered by over 90 percent of the secondary schools. Eighty-five percent of the schools offered instruction in the fine arts, while nearly one-half of all schools offered crafts and dramatic arts instruction. Less than one-third of the schools offered creative writing, graphic and commercial arts, dance, and design courses.

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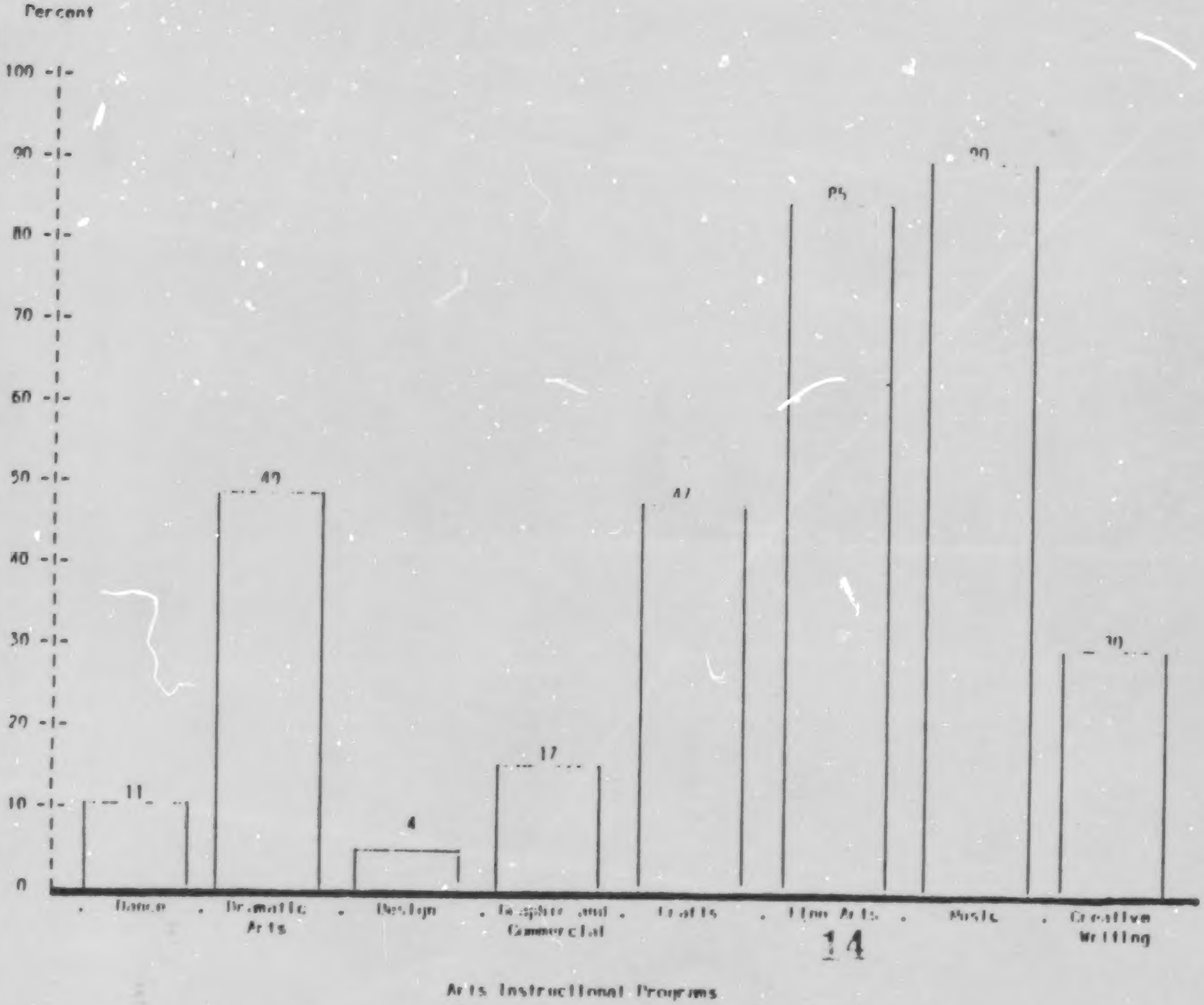
FIGURE 1: Percent of U.S. Secondary Schools Offering Courses in Arts Instructional Programs: 1981-82



Humanities courses were offered at 19,700 schools (99.9 percent) during the 1981-82 school year. Over 90 percent of the schools offered humanities courses other than English and foreign languages. A total of 495,000 course titles were offered in the humanities. The average number of unique course titles in the humanities per school was 25. Again, course length varied from one-quarter of a year to one full year.

Humanities offerings at nearly every school included English and history [see Figure 2]. In addition, over two-thirds of all schools offered foreign languages, rhetoric and composition, and anthropology and cultural geography. Cultural appreciation courses such as music appreciation and art appreciation were offered at about 40 percent of the secondary schools, while less than 20 percent of the schools offered multi-disciplinary and inter-disciplinary studies, philosophy, and religion courses.

A majority of the estimated 3,268,000 1982 high school seniors (69 percent) had enrolled in at least one arts course between their freshman and their senior years. The highest enrollments were in music and fine arts [see Figure 3]. About one out of three students enrolled in these programs at some point in their high school careers. Over 12 percent of the students enrolled in the dramatic arts and almost 14 percent enrolled in crafts courses.

Over a million more students enrolled in one or more humanities courses than enrolled in the arts. As expected, the highest enrollments in the humanities were in English and history [see Figure 4]. Only three percent or less of the seniors had enrolled in a philosophy or religion course.

3. Offerings in the Arts and Humanities as Related to School Characteristics

Arts and humanities offerings varied considerably from school to school. Some of the major findings regarding differential course availability were:

- Arts courses were offered by 95 percent of the public and Catholic schools and by 86 percent of the other private schools. Catholic schools were more likely than other schools to offer philosophy, religion, foreign languages, and anthropology and cultural geography.

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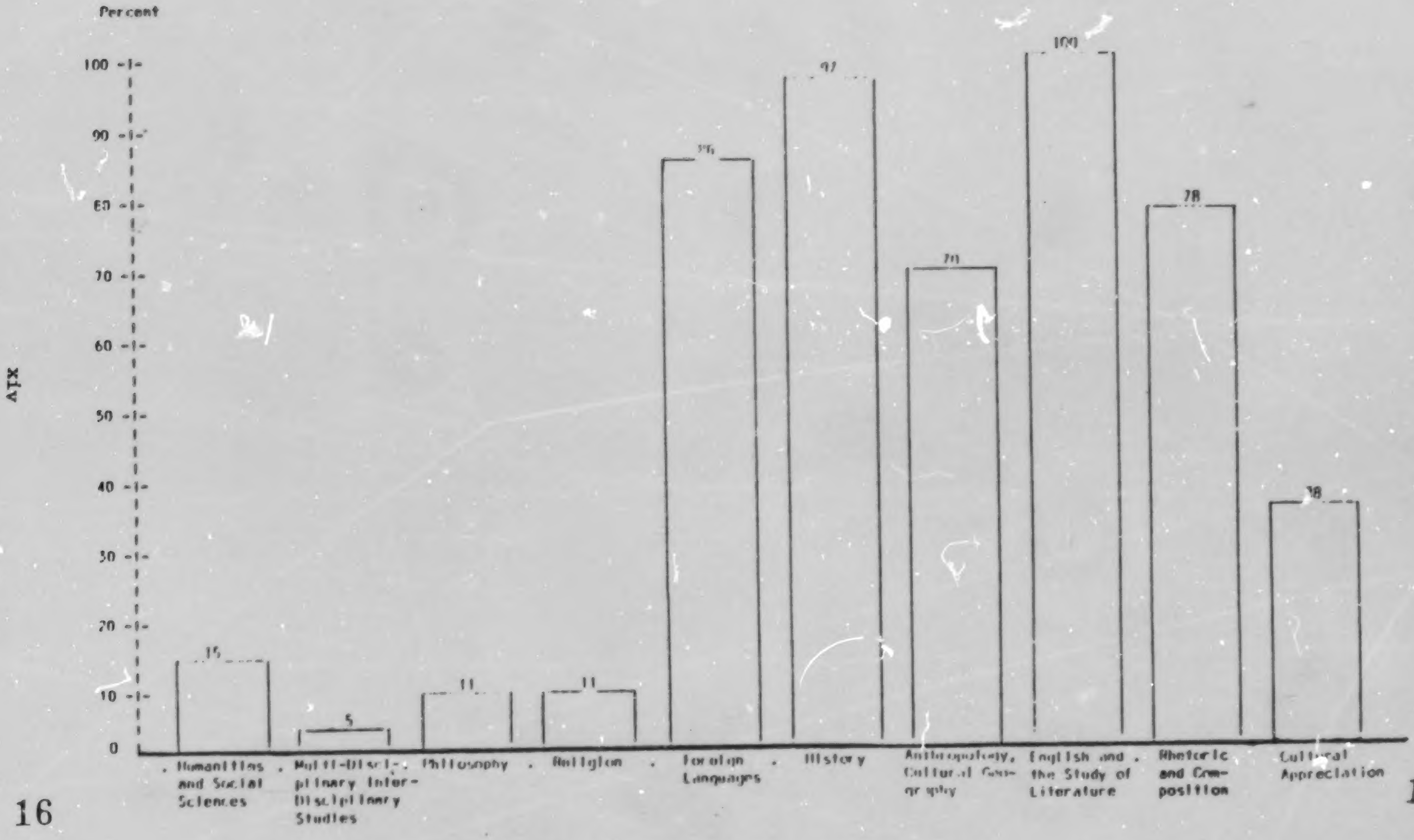
FIGURE 7: Percent of U.S. Secondary Schools Offering Courses in Humanities Instructional Programs: 1981-82



Humanities Instructional Programs

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FIGURE 3: Number (Thousands) of Students Enrolled in Arts Instructional Programs: 1981-82

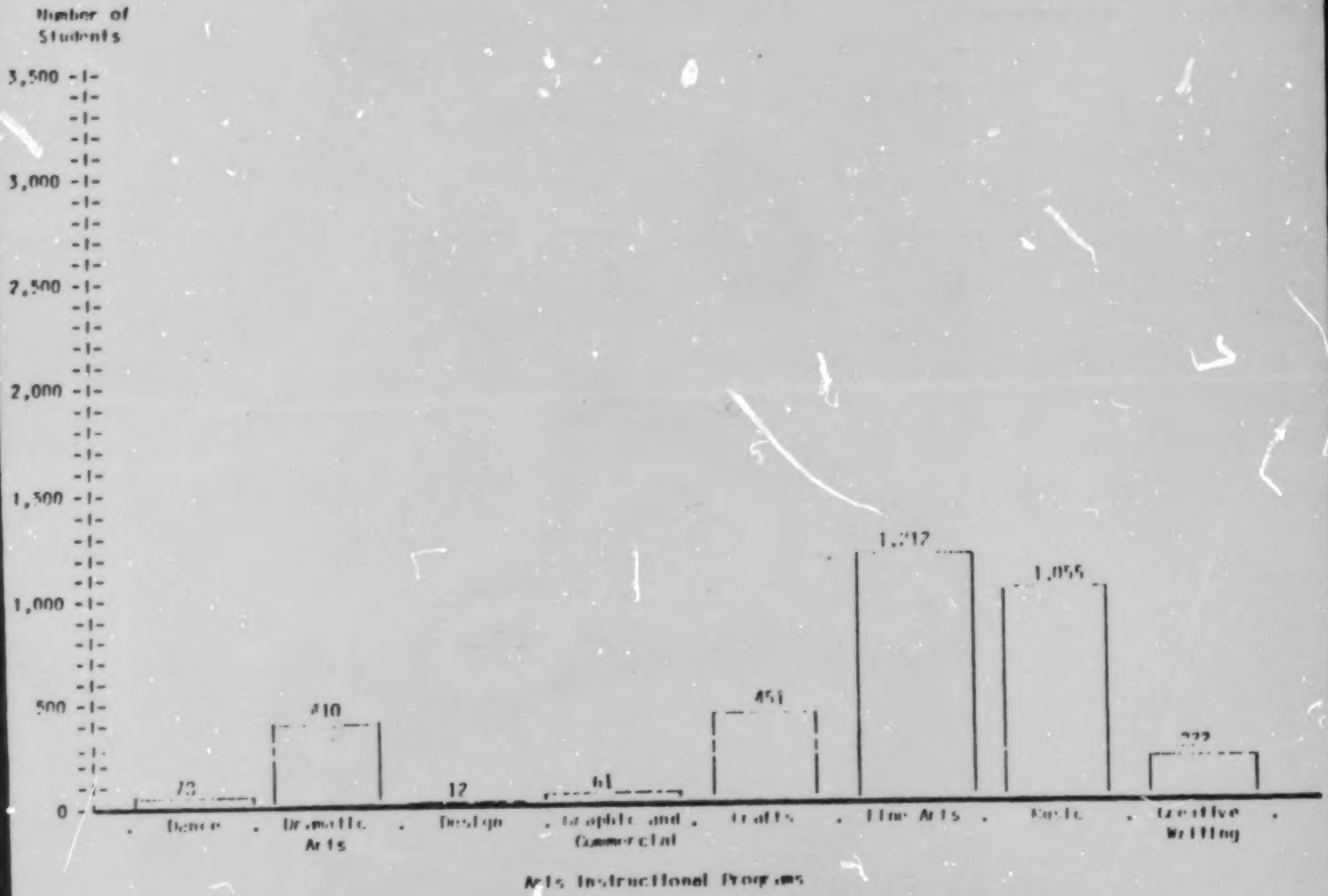

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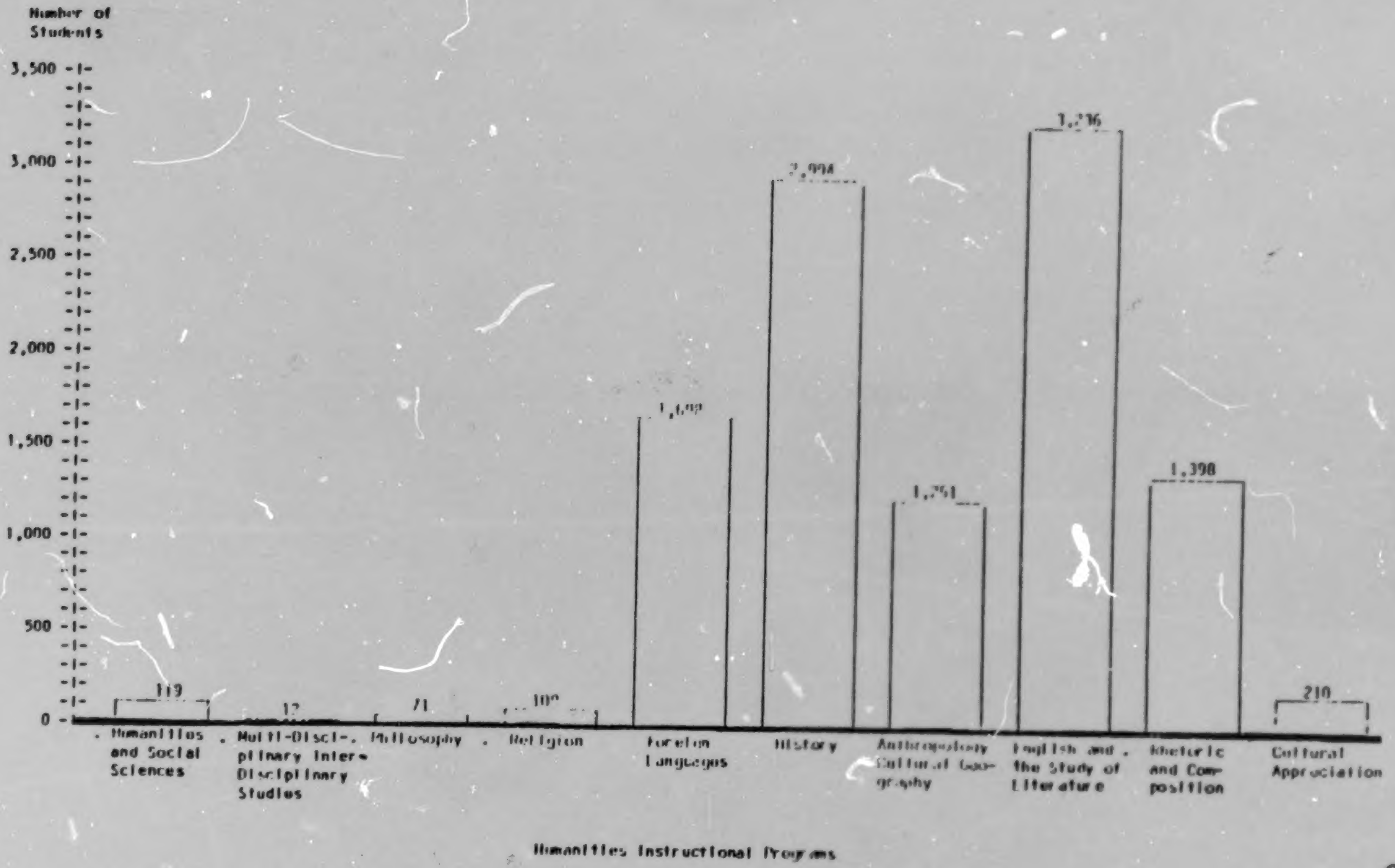
FIGURE 4: Number (Thousands) of Students Enrolled in Humanities Instructional Programs: 1981-82



- Schools with 1,500 students or more were more likely than smaller schools to offer instruction in dance, dramatic arts, graphic and commercial arts, and crafts. With respect to the humanities, the larger schools were more likely to offer courses in foreign languages, anthropology and cultural geography.

- Schools in the South were less likely than schools in other regions to offer instruction in dramatic arts, design, crafts, and creative writing. Schools in the North were more likely to offer courses in foreign language, anthropology and cultural geography, and cultural appreciation courses. Fine arts courses were offered more in the North and West than in the South.

- Rural schools were less likely than others to offer courses in most of the arts program areas. In the humanities, rural schools were less likely to offer courses in foreign languages, anthropology and cultural geography, and cultural appreciation.

- In general, the percentage of schools offering arts courses decreased as the percent of students in a college preparatory program decreased.

- The percentage of schools offering instruction in the arts was higher among schools with a gifted-talented program.

- Multi-disciplinary and inter-disciplinary studies, foreign languages, rhetoric and composition, and anthropology and cultural geography courses were less often available when the percent of disadvantaged was 25 or more.

- Multi-disciplinary and inter-disciplinary studies, philosophy and religion, and cultural appreciation courses were offered more frequently in schools where more than 75 percent of the students generally went on to college.

4. Enrollments in the Arts and Humanities as Related to School Characteristics

Enrollments in the arts and humanities, like course offerings in these areas, were higher in schools with certain characteristics. In particular, a higher percentage of public school students than of Catholic school students took one or more arts courses over their high school careers. A higher percentage of private school students than of public school students enrolled in philosophy, religion, and foreign languages. Students attending urban schools were more likely than others to have taken at least one art course. Rural schools had the lowest enrollments in foreign languages. Schools in the northern and southern regions of the country had a lower percentage of their students enrolled in the arts. Other findings relating arts and humanities enrollments to school characteristics included:

- The percentage of students who took at least one art course did not vary by school size.

- The percentage of students who took foreign language, anthropology and cultural geography, or rhetoric and composition increased with the size of the school.

- Schools in the South had the lowest percentage of their students enrolled in philosophy and religion, anthropology and cultural geography, and cultural appreciation courses.

- Foreign language enrollments were relatively higher in schools where the percent of students in a college preparatory program was high.

- There were few differences in the arts enrollments between schools with and those without a gifted and talented program. With respect to humanities courses, however, schools which offered a gifted and talented program had higher enrollments in foreign languages and anthropology, but lower enrollments in history and rhetoric and composition.

- Schools with 10 percent or more black students had the lowest enrollments in music and crafts courses.

- The percentage of students who enrolled in one or more arts or humanities courses for the most part did not vary by the percent of students from non-English speaking homes or the percent of students who were classified as disadvantaged.

- Enrollments in foreign language courses and rhetoric and composition courses tended to be lower in schools which had a higher percentage of disadvantaged students.

- The percentage of students who took at least one art course was not strongly related to the percentage of graduates of that school who typically went on to college. Enrollments in certain humanities courses were related to this characteristic. For example, in schools where 75 percent or more of the graduates generally went on to college, 82 percent of the students enrolled in foreign languages. In the other schools, the percent taking foreign languages was between 37 and 59.

5. Student Participation and Concentration in the Arts and Humanities

Over their high school careers, the average student earned two credits in the arts and six and one-half credits in the humanities. Arts credits represented about 6 percent of the total credits that students earned and humanities credits about 30 percent. Students earned less than one credit

(.58 credit) in the arts for every credit earned in mathematics and .74 arts credit for every science credit earned. The ratios of humanities credits to mathematics and science credits were about three to one.

An arts concentrator was defined as anyone who earned more than 3 credits in art. A humanities concentrator was defined as anyone who earned 4 or more credits in humanities disregarding the first 4 credits in English and the first 2 credits in foreign languages. (Had this exclusion not been invoked, virtually everyone would have qualified as a humanities concentrator).

About 13 percent of the 1982 seniors (432,000 students) qualified as arts concentrators and about 17 percent (500,000 students) as humanities concentrators. About 8 percent and 9 percent were mathematics concentrators and science concentrators, respectively.

Approximately 16 percent of the arts concentrators also concentrated in the humanities, while about 8 percent of the arts concentrators were mathematics concentrators as well, and 9 percent were science concentrators. Twelve percent of the humanities concentrators were also arts concentrators, 21 percent were also mathematics concentrators, and 20 percent were also science concentrators.

Certain characteristics of secondary school students were related to concentration in the arts and the humanities. Some of the more interesting findings were:

- The overall grade averages of mathematics and science concentrators were higher than those of the arts and humanities concentrators although this latter group had higher grade averages than did students in general.
- About 6 percent of the arts concentrators and 19 percent of the humanities concentrators met all of the graduation requirements recommended by the National Commission on Excellence in Education except those concerned with computer science and foreign languages. In general, students who met these requirments were less likely to enroll in one or more arts courses over their high school careers.

- Both arts and humanities concentrators scored higher on tests designed to measure reading, vocabulary, and mathematics skills than did students as a whole. Humanities students scored higher than arts students on these tests.

- A slightly higher percentage of female students than of male students were arts concentrators.

- Students from higher socioeconomic backgrounds were about one and one-half times more likely to concentrate in the arts, and about two and one-half times more likely to concentrate in the humanities than students from lower socioeconomic backgrounds. Students were six times more likely to concentrate in mathematics or science if they came from more privileged family backgrounds. It is quite possible that many lower SES students attended schools where courses in these areas were less generally available.

- Concentration in the arts and the humanities was twice as common among white students as among black students. The differences with respect to mathematics and science concentration were even higher.

- White students, while constituting 73 percent of the student population, accounted for 80 percent of all concentrators in the arts, humanities, mathematics, and sciences. Black students accounted for the lowest percentage of the concentrators.

- Students from rural and urban areas were less likely than suburban students to concentrate in the humanities, mathematics, or the sciences.

- Overall, both arts and humanities concentrators spent more time on homework than students as a whole and less time working at jobs outside of school. Humanities concentrators spent fewer hours per day watching television than students as a whole, while arts concentrators watched about the same amount of television as the general student population.

- For the most part, the postsecondary plans of arts concentrators and humanities concentrators were about the same as those of students in general. However, a higher percentage of humanities concentrators than students in general expected to attend a four-year college or university.

- The educational expectations of arts concentrators were about the same as those of the student population as a whole. Humanities concentrators, however, were less likely to view high school as the end of their formal education and were more likely to expect to earn an advanced degree.

- The job aspirations of arts and humanities concentrators were similar to those of students in general. Humanities concentrators differed from other types of students, however, in their aspirations for professional jobs.

6. Data Sources

As part of its longitudinal studies program, the National Center for Education Statistics sponsors the High School and Beyond (HS&B) study. The HS&B First Follow-up study provided detailed information on the school experiences, attitudes, activities, future plans, personal motivations, and selected background characteristics of a nationally representative sample of 1980 sophomores who graduated by 1982. In addition, the study supplied information on the policies, educational facilities, course offerings, and other characteristics of the 941 schools attended by the students in the sample.

Together, the school and student data bases provide information suitable for addressing issues surrounding secondary education in the arts and the humanities. The HS&B data on the course offerings of secondary schools made it possible to identify the number and types of courses offered in these areas. Data provided by school administrators permitted the identification of the school characteristics presumed to affect arts and humanities curricula. Transcript data from more than 13,000 graduating seniors were used to estimate course enrollments and to identify the course-taking behavior of students enrolled in arts and humanities courses. Moreover, data on students' school and extra-school characteristics and experiences provided a base of information for developing a profile of students enrolled in arts and humanities courses.

CHAPTER 1

INTRODUCTION

Educators acknowledge that there is very little arts and humanities education in the secondary schools of the United States. For example, in a recently released report, the Carnegie Foundation for the Advancement of Teaching states that only 15 percent of high school students are enrolled in foreign language study. The Carnegie report also indicates that the percentage of high school faculty teaching courses in the arts and the humanities has declined since 1966. The percentage of teachers involved in foreign language instruction has declined from 6.4 to 2.8. Similar declines were observed in music education (4.7 percent to 3.7 percent) and in social studies (15.3 percent to 11.2 percent). The only subject areas to show an increase were English and art. The percentage of high school faculty teaching English increased from 18.1 percent to 23.8 percent, and art, from 2.0 to 3.1 percent.[1]

According to experts in this area, these increases in art and English faculty do not represent a heightened awareness among students of the importance of the arts and the humanities in their educational careers.[2] A large number of students complete high school with little or no formal instruction in the arts.

Educators have offered a variety of explanations for the lack of emphasis on the arts and the humanities in the American educational system. Some of the more prevalent explanations found in recent essays and discussions of the arts and the humanities include the following:

- Most Americans think art education is not really essential to encounters with the arts. Support for this assertion, which was

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1/ Ernest Boyer, Carnegie Foundation for the Advancement of Teaching, High School, New York: Harper and Row, October, 1983.

2/ Laura H. Chapman, Instant Art, Instant Culture: The Unspoken Policy for American Schools, New York: Columbia University, 1982.

documented by a 1975 Harris Poll, is represented in people's attitudes that, for example, art is play; art is a technique one can learn in a one-time workshop; art is a talent that one cannot learn; or that art is simply what one likes. There is little understanding that art, like mathematics, is a discipline with its own history, curriculum structure, and evaluation principles. In fact, Eisner and Goodlad maintain, art is essential to optimal concept formation and therefore to the optimal cognitive and affective development of children.[3]

- Humanities as a course of study is regarded as more appropriate for college than for high school students. Since the objectives are broad and the content of the humanities difficult to define, studying the humanities might require flexibility in the choice of teaching materials and projects. Communities feel more comfortable supporting students' efforts in acquiring definable skills in high school and would prefer that students save less clearly defined courses for college.

- Communities believe that school resources and teachers should be directed towards those skills which will be tested. Since the humanities and the arts per se are not featured in the traditional achievement and aptitude tests in a high school student's career, there is little impetus for school districts to commit resources to these subjects. Consequently, there is little support for teachers who wish to delve into these subjects with their students.

- The arts and the humanities are seen as antithetical to the back-to-basics movement. In the foreword to Eisner's Cognition and Curriculum, Louis Fischer of the University of Massachusetts is critical of the back-to-basics movement because of its narrow conception of curriculum, "This movement is supported by the limited conception that intelligence only includes verbal and mathematical reasoning and that the arts are based on emotions and embodied in

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3/ Chapman, Instant Art, Instant Culture, p. 7.

those who are talented." Both Fischer and Eisner believe that the arts are a necessary complement for thinking. Eisner makes the more radical argument that the senses play a fundamental role in concept formation.[4]

- There is insufficient political pressure for the inclusion of humanities in the schools and a lack of liberal arts requirements in teacher certification programs. The Commission on the Humanities in their report entitled, The Humanities in American Life , listed ten recommendations that they felt would improve the status of the humanities including political pressure at the local, state, and federal levels to make the humanities a priority in the schools, bringing the skills of professional and learned societies to the schools, and requiring liberal arts training of all teachers.[5]

The "green book", Academic Prep for College: What Students Need to Know and Be Able to Do." by the College Board identifies the arts as one of the six basic academic subject areas to be mastered by high school students if they intend to succeed in college.[6] The National Commission on Excellence in Education in a 1983 report, A Nation at Risk: The Imperative for Educational Reform, called for a strengthening of high school graduation requirements, including those in the humanities area.[7]

4/ Elliot W. Eisner, Cognition and Curriculum: A Basis for Deciding What to Teach, New York: Longman, 1982.

5/ Richard Lyman, The Humanities in American Life, Berkeley: University of California Press, 1980, p. 28.

6/ College Board "Academic Preparation for College: What Students Need to Know and Be Able to Do"

7/ National Commission on Excellence in Education, A Nation at Risk: The Imperative for Edudcational Reform, April, 1983.

in order to increase student training in the humanities, however, teacher training will also have to be strengthened, as noted in the recent report by Hilda Smith, Director of the Council of Chief State School Officers.[8]

- Few humanities model programs have been identified to lead the way toward a stronger humanities curriculum. Recently those concerned with the weak status of the humanities in the schools have suggested that a program be established to identify outstanding programs in the humanities, similar to the National Diffusion Network program that both cites outstanding programs and provides training for others in those programs. According to Patricia Ford, one such model has recently been established by Philadelphia business and private foundations which collaborated to provide 2.25 million dollars to promote the humanities in Philadelphia public schools.[9]

- Textbooks may be out of date. The American Academy of Arts and Sciences reported that this is one problem contributing to the weakness of humanities in the schools.[10]

- Education in the arts and humanities is not seen as a serious enterprise. The summer, 1983 issue of Daedalus was devoted to "The Arts and Humanities in America's Schools." Editor Stephen Graubard noted in the preface:

"For most public schools in America today, such instruction (in the arts) is deemed a luxury, available as an elective option for . . .

8/ Hilda Smith, Director, Council of Chief State School Offices, Humanities and State Education Agencies: Policies, Perspectives and Prospects Reported, 1983.

9/ Patricia Ford, Education Week, February 1, 1984.

10/ "The Arts and Humanities in America's Schools," Daedalus (Journal of the American Academy of Arts and Sciences), Vol. 112, No. 3, summer, 1983, pp. 211-228.

those who think it might suit their educational purposes to take such a course . . . . It is taken for granted that competence in math and sciences is important . . . There is no comparable alarm . . . about the failure of American youngsters to take instruction in the arts. The arts are thought . . . to be frills that can be dispensed with, particularly in a time of economic stringency."

Two contrary arguments may be suggested here. The first was made by Graubard. He maintained that the view taken by public schools is "not the view taken by certain of the best private schools in the country . . . . Instruction in the arts is thought to be an absolutely essential part of that preparation. It is a serious enterprise for the best of these schools."[11] A second argument was advanced in Coming to Our Senses, which reviewed the significance of the arts for education saying that words were but one transmitter of information; "the fact is, we send and receive a torrent of other information through our eyes, our ears, our skin, and our palate."[12]

- Curriculum requirements and elective patterns need to be reexamined. The Paideia Proposal recommended that all students be exposed to a common three-strand curriculum which includes the humanities.[13] The Arts Task Force of the National Conference of State Legislations issued a report entitled, Arts and the States, in 1981 recommending state action to ensure that arts were included in the curriculum for all students.[14]

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[11] Stephen Graubard, editor, Daedalus, summer, 1983.

[12] Thomas Quinn and Cheryl Hanks, Coming to our Senses: The Significance of the Arts for American Education, New York: McGraw-Hill Book Co., 1977, p. 3.

[13] Mortimer Adler, The Paideia Proposal: An Educational Manifesto, New York: Macmillan Publising Co., Inc., 1982.

[14] Larry Briskin, compiler, Arts and the States, a report of the Arts Task Force, National Conference of State Legislatures, Denver, Coloardo, 1981.

- The increased emphasis on math and sciences at the expense of the humanities. The Commission on the Humanities in their 1980 study, The Humanities in American Life, cited "the need to interrelate the humanities, social sciences, science and technology" . . . rather than to persist in creating the impression that ". . . humanities and science form two separate cultures, neither intelligible to the other."[15]

In the midst of this climate, there has been a call, from three respected sources, for more education in the arts and humanities. The College Board, the National Commission on Excellence in Education, and the Carnegie Foundation have all identified these areas as important to the overall education of the nation's youth. The College Board and the Carnegie Foundation went so far as to recommend that the arts be identified as one of the basics in a core curriculum. The principles associated with humanities education were affirmed as concepts for understanding the world and one's community through the study of foreign languages, history, social science, and community involvement.

What has been needed to support any new impetus in arts and humanities education is current information about secondary school instruction in these subject areas. In addition, information is needed on the schools offering courses in these areas, and about those students choosing to study the arts and the humanities in high school.

1.1 An Analysis of Course Offerings and Enrollments in the Arts and the Humanities

Recognizing the need for detailed information on the status of the arts and the humanities in secondary education, and the ability of certain data collected by the National Center for Education Statistics (NCES) to help meet this need, the NCES contracted with Evaluation Technologies Incorporated (ETI) to design and conduct an analysis of these subject areas. The general objectives of the analysis were to:

15/ Richard Lyman, The Humanities in American Life, Berkeley: University of California Press, 1980, p. 28.

- Identify current arts and humanities course offerings and enrollments in secondary schools in the United States;

- Identify those school characteristics that are associated with course offerings and enrollments in the arts and in the humanities;

- Define the course-taking patterns of arts students and humanities students in secondary schools;

- Determine the students' school experiences and extra-school experiences that are related to their arts and humanities course-taking behavior.

- Determine the occupational and educational aspirations of students concentrating in the arts and in the humanities.

1.2 Data Sources

Data to investigate the course offerings and course enrollments of U.S. public and private secondary schools and the participation of secondary school students in arts and humanities courses were available through several surveys sponsored by the U.S. Department of Education, National Center for Education Statistics. Particularly useful were the data collected by:

- The 1982 High School and Beyond (HS&B) Course Offerings and Course Enrollments Survey;

- The 1982 High School and Beyond Transcripts Survey;

- The 1980 Hign School and Beyond Base Year Survey; and

- The 1982 High School and Beyond First Follow-up Survey.

Data from the HS&B Course Offerings and Course Enrollments Survey were used to identify the number and percentage of schools offering courses in arts and humanities. The course enrollment data obtained in this survey were not complete enough (i.e., the response rate was too low) to provide a basis for estimating national enrollments. Therefore, transcript data were used for this purpose. Use of the transcript data also made it possible to relate course-taking behavior to student characteristics in order to describe arts and humanities concentrators.

It should be noted that enrollment data based on transcripts are not precisely comparable with "pure" enrollment data for a school year. Transcript data cover four years of study by each student. The two types of data are equivalent only to the extent that the freshmen, sophomores, and juniors of 1981-82 took the same courses that year that the HS&B seniors had taken when they were freshmen, sophomores, and juniors.

Data provided by school administrators in response to items on the HS&B Base Year and First Follow-up school questionnaires permitted the identification of school characteristics that were related to course offerings and course enrollments in the arts and the humanities. Base year and First Follow-up student questionnaire data provided a base of information on students' school and extra-school experiences for developing a profile on arts and humanities concentrators.

1.3 Report Organization

The remainder of this report is organized into five chapters and a technical appendix. Chapter 2, entitled Key Study Definitions, presents definitions both at the conceptual and operational level, of such key terms as "arts," "humanities," and "arts concentrators" and "humanities concentrators." Chapter 3 presents an overview of the study findings pertaining to course offerings and course enrollments in the arts and humanities. Chapter 4 describes offerings in the arts and humanities as related to school characteristics. Chapter 5 describes enrollments in the arts and humanities as related to school characteristics. Chapter 6 focuses on students and is concerned primarily with describing the characteristics of students who concentrated in arts and humanities. The Technical Appendix presents brief descriptions of the sample designs, data sources, data adjustments, procedures for calculating standard errors, and a complete list of the courses, by 6-digit codes, which were encompassed under the various arts and humanities instructional programs.

CHAPTER 2

KEY STUDY DEFINITIONS

Prior to the analysis, several concepts central to the study were defined. In particular, conceptual and operational definitions of the arts and the humanities, and arts concentrators and humanities concentrators were developed. Our definition of each is presented below.

2.1 Arts and Humanities

In order to examine the status of the arts and the humanities in secondary schools in the United States, it was necessary to reach agreement on a definition of each. The legislation which established the National Endowment for the Arts and the National Endowment for the Humanities reveals the difficulty of clearly differentiating the arts and the humanities.

The Federal legislation for the Humanities Endowment reads:

> The term 'humanities' includes, but is not limited to, the study of the following: languages, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archaeology; comparative religion; ethics; the history, criticism, and theory of the arts; those aspects of the social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the human environment with particular attention to the relevance of the humanities to the current conditions of national life.

The Arts Endowment goals and policies include the statement that:

> Art ... is to be understood in its broadest sense ... with the full cognizance of the pluralistic nature of the arts in America.

It is clear from both statements, that the arts and humanities are intended to be very broad. Individually, they cover a wide range of subject areas and activities. Consequently, the boundaries separating studies in the arts and the humanities from those of other disciplines are not always clear. Also, the subject area boundaries separating the arts from the humanities are not always easily identifiable. These two features compound the problems of defining the arts and the humanities.

For the analysis to produce meaningful and policy relevant findings, both the arts and the humanities had to be uniquely defined. The National Center for Education Statistics (NCES) determined that subject-area specialists would be needed to identify common and unique elements of the humanities and arts disciplines and to advise in the operationalization of these elements in terms of course programs and courses. Panelists were selected from among national and local leaders in high school and university level education and in educational policy development. Three Federal agencies were represented: the National Institute of Education; the Department of Education; and the National Endowment for the Humanities. Other experts in the fields of arts and humanities education came to the panel from one state university, two public school systems, and one county level education agency.

The panelists and ETI staff convened to: (1) develop abstract definitions of the arts and the humanities; (2) identify courses which should be flagged as arts or humanities; (3) establish important course-taking patterns and the operationalization of these patterns; and (4) develop a set of research questions framed in the High School and Beyond data.

The panelists continued to be available to field questions concerning the analyses. In instances when, for example, recommended measures were not supported by the available data, members of the panel were consulted.

It was the consensus of the panel that the feature which most clearly distinguishes the arts and the humanities is the end product of the course of study. The arts as a discipline focuses on performance and production. The humanities, on the other hand, focuses on appreciation, analysis, and theory. The following definitions reflect this performance/appreciation standard for distinguishing the two areas of study.

- Arts -- Study in the arts involves a performance or product which represents skill, interpretation, and aesthetic judgement on the part of the individual.

- Humanities -- Study in the humanities involves the appreciation of the critical values and contributions of a variety of people and cultures to civilization. The humanities include communication concerning these contributions: the analysis, theory, history, philosophy, and literature involved in the study of the achievements of both individuals and society.

Study of the arts in secondary schools includes coursework in the following instructional programs:

- Dance
- Dramatic Arts
- Design
- Graphic and Commercial Arts
- Crafts
- Fine Arts
- Music
- Creative Writing.

Humanities studies in secondary schools include coursework in:

- Multi-disciplinary and inter-disciplinary Studies
- Philosophy
- Religion
- Foreign Languages
- History
- Anthropology, Cultural Geography, and Ethnic and Area Studies
- English and the Study of Literature

- Rhetoric and Composition
- Cultural Appreciation (e.g., music and art appreciation).

2.2 Operationalizing the Definitions for Arts and Humanities

The quantitative nature of the planned analyses required that all key concepts be operationally defined in terms of the available survey data. In practice, this meant translating the conceptualizations of the arts and the humanities into the Classification of Secondary School Courses (CSSC) codes.[16] These codes were used to identify instructional program areas and specific courses on the HS&B offerings and enrollments and student transcript data files.

The treatment of the arts and the humanities in the CSSC, and the broad definitions found in the literature, required reconciliation at the outset of the investigation. The broadness of the CSSC definition of humanities precluded the selection of a single two-digit program area code to represent the humanities.

In order to capture the richness and variety of the humanities in the secondary school setting, it was necessary to identify a subset of courses currently found in various program areas of the CSSC to constitute the "humanities." For example, foreign language, philosophy, and religion courses were examined to determine whether or not they should be considered as humanities courses. Courses listed under these program areas that conformed to the established definition of humanities were grouped to form a general humanities curriculum.

A concern in operationally defining the humanities was that, should English and foreign languages be included, the resulting measures of offerings and enrollments in the humanities might be deceptively large and lead to the finding that practically all students in secondary schools were humanities concentrators.

16/ Evaluation Technologies Incorporated, A Classification of Secondary School Courses, Washington, D.C.: National Center for Education Statistics, 1982.

While recognizing the possible effects of doing so, it was decided that foreign languages and English should be treated as humanities. Foreign languages were included because of the cultural appreciation component of high school courses in these subjects. English was included because of the difficulty of separating the appreciation (e.g., literature) from the mechanical (e.g., grammar) components of English courses. Other humanities "grey areas," such as communications, urban studies, and sociology were treated both operationally and analytically as non-humanities courses.

A "grey area" emerged in the arts as well, specifically with regard to architectural courses. It was decided that they are outside the agreed-upon definition of the arts.

Arts courses were operationally defined as those which concerned dance, dramatic arts, design, graphic and commercial arts, crafts, fine arts, music and creative writing. Humanities instruction was defined as including humanities and the social sciences, multidisciplinary and interdisciplinary studies, philosophy, religion, foreign languages, history, anthropology/cultural geography, English and the study of literature, rhetoric and composition, and cultural appreciation courses.[17]

2.3 Definition of Arts Concentrators and Humanities Concentrators

The conceptual and operational definitions of the arts and the humanities provided a foundation for defining concentrators in these two areas. For the purposes of this study, arts concentrators and humanities concentrators were differentiated from other types of students by their patterns of course taking.[18] The key dimension of student course-taking was the intensity of participation. Intensity of participation refers to the amount of time

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17/ A detailed list of the courses included under each of these program areas is contained in the Technical Appendix.

18/ The Arts and Humanities Advisory Panel identified the course-taking patterns that were used to define arts concentrators and humanities concentrators.

spent studying in a subject area. It could be measured in terms of the number of courses taken in a particular area, the number of credits earned (or attempted), or the number of credits earned relative to the total credits attempted throughout the student's high school career.

The basic measure of intensity used to define arts concentrators and humanities concentrators in this study was the number of credits earned in one or more of the instructional programs (e.g., dance, fine arts, foreign languages, history, etc.), in the arts, or in the humanities. More specifically, arts and humanities concentrators were defined by the number of these credits earned in excess of the typical number earned by most students.

In tabulating the number of credits earned in the arts or the humanities only those courses in which the student received a passing grade were counted. It was therefore not possible for a student to be defined as an arts or humanities concentrator when he or she had taken a course multiple times, but had not received a passing grade. At the same time, this rule permitted students to receive all of the credits earned for a single course (e.g., band) they took more than once provided they received a passing grade each time.

Based on the intensity of students' participation, arts concentrators and humanities concentrators were operationally defined as follows:

- Arts concentrators--students who earned more than 3 credits in any combination of courses in the arts area.

- Humanities concentrators--students who earned 4 or more credits in the humanities disregarding the first 4 credits in English and the first two (2) credits in foreign languages. This exclusion was necessary so as to preclude a finding that most students were humanities concentrators.

While intensity of participation was used as the basis for defining student concentration, other dimensions of participation were of concern, particularly, diversity. Diversity was operationalized by counting the number of instructional programs in the arts or in the humanities in which a student had taken courses.

2.4 Mathematics and Science Concentrators

The increased interest and public discussion regarding mathematics and science education in the U.S. school system led to the decision to incorporate measures of these two fields of study into certain of the analyses. Specifically, student transcript data were used to define student concentrators in mathematics and science.[19] These two types of concentrators were compared with the arts and humanities concentrators on a number of characteristics.

For purposes of this study, mathematics and science concentrators were defined as follows:

- Mathematics Concentrators -- Students who earned a total of 4 or more credits in mathematics, including one or more credits in the upper-level courses for college preparatory students (e.g., probability, trigonometry and solid geometry, algebra and trigonometry, and statistics), or in courses for gifted-talented students (e.g., linear algebra and calculus).
- Science Concentrators -- Students who earned at least one credit each in biology, chemistry, and physics.

19/ Evaluation Technologies Incorporated is performing a separate study of student participation in mathematics and science. For more information on the mathematics and science definitions and groupings used in the current study, contact the Longitudinal Studies Branch of the National Center for Education Statistics.

CHAPTER 3

OFFERINGS AND ENROLLMENTS IN THE ARTS AND THE HUMANITIES: OVERVIEW

This chapter presents a generalized overview of our research findings and includes data-based answers to the following questions:

- What arts and humanities courses are offered in U.S. secondary schools? Which courses are offered most and least frequently?
- What is the ratio of arts and humanities course offerings to the course offerings in the total high school curricula? To mathematics and science course offerings?
- What is the enrollment in arts and humanities courses? Which courses have the highest and lowest enrollments?
- How do the enrollments in arts and humanities courses compare with the enrollments in other program areas, such as mathematics and science?

3.1 Course Offerings

The overwhelming majority of U.S. secondary schools offered one or more courses in the arts and in the humanities during the 1981-1982 school year. A total of 18,600 secondary schools (94.1 percent of the total) offered coursework in the arts. The corresponding number for humanities courses was 19,700 schools or 99.9 percent of the total (see Table 1).

The extent to which the different instructional programs within the arts and the humanities were offered varied considerably. The arts program most commonly available was music, which was offered by over 90 percent of the schools. Course offerings in music included band, orchestra, ensemble, chorus, harmony and composition, arranging, and conducting.

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TABLE 1: Number of U.S. Secondary Schools Offering Courses in Arts and Humanities Programs, Total Enrollment in Each Program, and their Percent of U.S. Totals: 1981-82

(U.S. Total Secondary Sch[illegible] 19,725; U.S. Total Grade 12 Enrollment = 3,268,000)[a]

Instructional Program	Secondary Schools Offering Courses in this Program		Program Enrollment	
	N	As Percent of U.S. Total	N (Thousands)	As Percent of U.S. Total
Total Arts	18,600	94.1	2,253	69.0
Dance	2,300	11.4	78	2.4
Dramatic Arts	9,600	48.5	410	12.5
Design	700	3.6	12	0.3
Graphic and Commercial Arts	3,300	16.7	61	1.9
Crafts	9,300	47.4	451	13.8
Fine Arts	16,700	84.9	1,212	37.1
Music	17,800	90.1	1,055	32.3
Creative Writing	6,000	30.4	222	6.8
Total Humanities	19,700	99.9	3,259	99.8
Humanities and Social Science	3,000	15.4	119	3.6
Multi-disciplinary and Inter-disciplinary Studies	900	4.5	12	0.4
Philosophy	2,100	10.9	71	2.2
Religion	2,100	10.6	109	3.3
Foreign Languages	16,900	85.8	1,698	52.0
History	19,200	97.2	2,994	91.7
Anthropology, Cultural Geography	13,800	69.9	1,251	38.3
English and the Study of Literature	19,700	99.9	3,236	99.1
Rhetoric and Composition	15,300	77.8	1,398	42.8
Cultural Appreciation	7,600	38.4	210	6.4

a/ Schools rounded to the nearest hundred.

Eighty-five percent of the schools provided their students with the opportunity to take fine arts courses and nearly half offered crafts and dramatic arts courses. Less than one-third offered instruction in creative writing, graphic and commercial arts, dance, or design. Design was offered by only 4 percent of the schools. Examples of design courses include graphic design, theater makeup, and theater lighting fundamentals.

The humanities offerings at nearly all schools included English and history. Over two-thirds of the schools offered their students instruction in foreign languages, rhetoric and composition, and in anthropology/cultural geography. Cultural appreciation classes (e.g., music appreciation and art appreciation) were taught at nearly half of all high schools, while less than one-fifth of all schools offered instruction in the courses listed in the CSSC under humanities and social science (e.g., humanities and American humanities), philosophy, religion, or multi-disciplinary and inter-disciplinary studies.

The total number and percentage of schools offering courses in the humanities were also calculated after excluding English and foreign language courses from the analysis in order to explore the concern that their inclusion in the previous analysis might have produced inflated figures for offerings in the humanities. When the number and percent for the intact categories were compared with those for the humanities categories purged of English and foreign languages, the differences were less than one percent; over 99 percent of the schools offered humanities instruction in other than English and foreign languages.

A total of 223,000 courses were offered in the arts during the 1981-1982 school year in 19,726 U.S. secondary schools. This yielded an average of 11 courses per school. The total number of humanities offerings was over twice as large (495,000) for an average of 25 courses per school (see Table 2).

Among the various programs in the arts domain, music had the most extensive offerings. A total of 93,000 music courses were offered for an average of 5 per school. There were 62,000 fine arts courses offered in 1981-1982 for an

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TABLE 2: Total and Average Number of Course Offerings in Arts and Humanities Instructional Programs in U.S. Secondary Schools: 1981-82

Instructional Program	1981-82 Course Offerings	
	Total Courses Offered (Thousands)	Average Per School
Total Arts	223	11.3
Dance	4	0.2
Dramatic Arts	24	1.2
Design	1	0.1
Graphic and Commercial Arts	5	0.2
Crafts	27	1.4
Fine Arts	62	3.1
Music	93	4.7
Creative Writing	7	0.4
Total Humanities	495	25.1
Humanities and Social Science	4	0.2
Multi-disciplinary and Inter-disciplinary Studies	1	0.0
Philosphy	3	0.1
Religion	3	0.2
Foreign Languages	144	7.3
History	71	3.6
Anthropology, Cultural Geography	29	1.5
English and the Study of Literature	181	9.7
Rhetoric and Composition	48	2.4
Cultural Appreciation	11	0.6

average of 3 per school. Crafts and dramatic arts had the third highest number of courses with schools offering an average of one in each. The remaining four arts instructional programs were not commonly offered.

Among the 495,000 courses offered in the humanities, 181,000 were in English or the study of literature. The average school offered nine courses of this type. Foreign language instruction was the second most common humanities offering. Foreign language courses for all schools totaled 144,000; the average number found in secondary schools was seven. Four courses in history, two in rhetoric and composition, and two in anthropology/cultural geography were usual. Inter-disciplinary and multi-disciplinary studies courses were the least often offered.

When we look at the overall picture within the arts and humanities, it can be concluded that schools ordinarily offered two or more courses in half of the humanities instructional programs and two or more courses in one-fourth of the arts programs. The number of humanities courses offered was about twice the number of arts courses offered.

Table 3 presents the ratios of secondary school offerings in the arts and humanities to secondary school offerings in mathematics and science. On the average, schools offered 1.3 courses in the arts for every one course offered in mathematics and 1.7 courses in the arts for every one science course.[20]

Almost three courses were offered in the humanities for every mathematics course. Approximately 3.7 courses were offered in the humanities for each course offered in the sciences.

3.2 Course Enrollments

In addition to providing information on the number and percent of schools offering courses in each of the arts and the humanities instructional pro-

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[20] Since the length of high school courses and the number of credits associated with courses vary by subject area and school, caution should be exercised when interpreting these findings.

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Table 3: Ratio of Course Offerings in Arts and Humanities to Offerings in Mathematics, in Science, and Total School Offerings: 1981-82[a]

Program Offerings	Mathematics Offerings	Sciences Offerings	Total Secondary School Offerings
Arts	1.3	1.7	.1
Humanities	2.9	3.7	.2
Math			.1
Science			.1

a/ All ratios have been rounded to a single decimal.

grams, Table 1 presents estimates of the number and percent of students who took courses in each of these programs during their high school careers. These estimates apply only to the secondary school students who were still enrolled in school in Spring 1982 or had already graduated. Students who had left school between the HS&B Base Year Survey in 1980 and the First Follow-up Survey in 1982 were not included.

Approximately 69 percent of these students had taken one or more courses in the arts. This represents over 2,250,000 students. In contrast, 99 percent of these students had taken at least one course in the humanities over their four-year high school career.

Among the arts instructional programs, fine arts and music had the highest enrollments. About one in three students took courses in these programs. Dramatic arts, (12.5 percent) and crafts (13.8 percent) programs had the next highest enrollments. The area with the smallest enrollment was design with less than one percent of the students taking courses in this program.

Over one million more seniors took humanities courses than took arts courses. As expected, the largest humanities enrollments were in English and history. Almost all students (98.1 percent) had taken in at least one English course by their senior year. Another 43 percent had taken a course in rhetoric or composition. Over 91 percent of the students enrolled in a history course, and about 38 percent enrolled in one or more courses in the area defined as "anthropology, cultural geography, ethnic and area studies." Philosophy and religion courses were taken by 2.2 percent and 3.3 percent of the students, respectively.

Table 4 presents the ratio of the enrollments in the arts and humanities to those in mathematics, in science, and to those in all courses. Unlike in the other enrollment tables, students were counted as many times as they enrolled in a course listed within a subject area. Thus, if a student took five humanities courses, he or she was counted five times for the humanities.

Overall, arts enrollments accounted for about 10 percent of total course enrollment. Humanities enrollments, on the other hand, accounted for about

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Table 4: Ratio of Enrollments in Arts and Humanities to Those in Mathematics, Science, and Total Course Enrollment: 1981-82[a]

Program Category	Subject Area				Total Course Enrollment
	Arts	Humanities	Mathematics	Science	
Arts	1.0	0.2	0.7	0.9	.1
Humanities	4.3	1.0	3.0	4.0	.3

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a/ All ratios have been rounded to a single decimal.

30 percent of all course enrollments. Humanities enrollments were almost three times as high as those in mathematics, and four times as high as science enrollments. Arts enrollments were 70 percent of mathematics enrollments, and 94 percent of science enrollments. Humanities enrollments were four and one-third times higher than those of arts courses.

CHAPTER 4

OFFERINGS IN ARTS AND HUMANITIES AS RELATED TO SCHOOL CHARACTERISTICS

In order to understand the secondary school arts and humanities curricula, course offerings in the instructional programs of each subject area were further analyzed. The focus of this analysis was on identifying the characteristics of schools that offered courses in the various arts and humanities instructional programs. The characteristics of schools that offered courses in each instructional program were compared with characteristics of those schools that did not offer courses in that program.

In carrying out these analyses, certain instructional programs that were offered by only a small percentage of schools were combined with related programs. For example, "multi-disciplinary and interdisciplinary studies" was consolidated with "humanities and social sciences."[21] "Design" was consolidated with "dramatic arts." Finally, "philosophy" was combined with religion.

As will be seen below, the ordering of instructional programs by the number of schools offering them was much the same whether the schools were considered as an undifferentiated totality or whether they were grouped into subsets on the basis of various shared characteristics. For the most part, a high percentage of secondary schools offered courses in music and fine arts while a lower percentage of schools offered courses in graphic and commercial arts. In the humanities, a high percentage of schools offered English, history, and foreign languages, while a lower percentage of schools offered philosophy and religion, and multi-disciplinary and inter-disciplinary studies.

While the order of instructional programs by the number of schools offering them was relatively constant, there were variations, as a function of school

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21/ Throughout the report this combined program is referred to as multi-disciplinary and inter-disciplinary studies.

characteristics, in the percentage of schools offering specific instructional programs. The findings reported below highlight these differences.

All estimates presented in the tables that follow were derived from samples of schools and students. Consequently, they will vary somewhat from the values that would have been obtained had a complete census of the populations of schools and students been conducted. Procedures for measuring the variability of the estimates reported in the tables are outlined in the Technical Appendix.

All of the differences described in this report, unless otherwise indicated, are at least two times the standard error of the difference and therefore are statistically significant. It is recommended that the reader interested in other differences displayed in the tables calculate their standard error to reduce the chance of misinterpreting the findings.

4.1 School Type: Public, Catholic, or Other Private

It is generally assumed that the education provided by public and private schools is quite different. In order to examine these differences HS&B schools were grouped into three categories: public, Catholic, and other private. The percentage of schools in each of these categories that offered courses in the arts and the humanities were then compared with one another (see Table 5).

The majority of schools, regardless of type, offered at least one course in both the arts and the humanities. Arts courses were offered in 95 percent of the public and Catholic schools and in 86 percent of the other private schools.[22] One or more courses in the humanities were offered by virtually every U.S. secondary school.

Offerings in certain of the arts programs differed by school type. Other private schools were less likely than public or Catholic schools to offer

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[22] Estimates for other private schools may be less accurate than others because of the small sample size and a low response rate.

Table 5: Percentage of Schools Offering Courses in Arts and Humanities Instructional Programs, by Type of School: 1981-82

Instructional Program	Type of School		
	Public	Catholic	Other Private
N=	15,900[a]	1,500	2,300
Arts	95.2	94.9	86.3
Dance	11.5	12.0	10.4
Dramatic Arts and Design	48.3	52.0	50.3
Graphics and Commercial Arts	18.9	12.3	5.1
Crafts	48.1	49.3	41.1
Fine Arts	86.2	79.8	79.3
Music	91.1	85.8	86.3
Creative Writing	33.4	32.1	9.3
Humanities	99.9	100.0	100.0
Multi-Disciplinary and Inter-Disciplinary Studies	18.3	18.7	25.8
Philosophy and Religion	10.9	61.4	37.9
Foreign Languages	84.4	100.0	86.3
History	97.4	90.8	100.0
Anthropology and Cultural Geography	69.0	81.8	68.5
English and The Study of Literature	99.9	100.0	100.0
Rhetoric and Composition	75.9	73.8	92.9
Cultural Appreciation	36.2	45.2	48.8

a/ Schools rounded to the nearest hundred.

courses in graphics and commercial arts, and creative writing. The largest of these differences was for creative writing which was offered in 9 percent of the other private schools compared with roughly one-third of the public and Catholic schools.

The largest differences in offerings as related to school type were in the areas of philosophy and religion, anthropology, foreign languages, and rhetoric and composition. Catholic schools were more likely to offer courses in philosophy and religion than were either public or other private schools. Similarly, Catholic schools reported offering courses in foreign languages and anthropology and cultural geography more often than did the others. Rhetoric and composition was offered by a higher percentage of the other private schools than by public and Catholic schools.

4.2 School Size, Region, and Urbanicity

School size, region, and urbanicity were examined to determine whether or not these characteristics had any influence on the types of arts and humanities programs offered to students. Schools were grouped into one of three size categories depending upon their total enrollment: (1) less than 500 students, (2) between 500 and 1,499 students, and (3) 1,500 or more students. Schools were also classified into four regions--North, South, North Central, and West-- and according to whether they were located in an urban, a suburban, or a rural setting.

School size seemed to be related to course offerings in all program areas of the arts. The general pattern in Table 6 was for schools with 1,500 students or more to be the most likely to offer instruction in dance, dramatic arts, graphic and commercial arts, creative writing, and crafts. Fine arts and music were offered by about equal percentages of the largest schools and of schools with 500 to 1,499 students; a lower percentage of the schools with under 500 students offered these courses. The biggest difference between the smaller schools (less than 500 students) and the other schools was in relation to the dramatic arts and design program area offerings.

Table 6: Percentage of Schools Offering Courses in Arts and Humanities Instructional Programs, by School Size: 1981-82

Instructional Program	School Size		
	Less than 500 Students	500 to 1499 Students	1500 or More Students
N=	9,900[a]	7,100	2,700
Arts	89.1	98.8	100.0
Dance	6.7	9.3	34.4
Dramatic Arts and Design	31.4	59.3	85.7
Graphic and Commercial Arts	8.3	19.9	39.7
Crafts	32.1	55.5	82.2
Fine Arts	74.9	93.5	98.9
Music	82.9	97.2	98.3
Creative Writing	18.9	37.3	54.9
Humanities	100.0	100.0	99.2
Multi-Disciplinary and Inter-Disciplinary Studies	13.9	21.0	34.3
Philosophy and Religion	17.3	17.9	20.0
Foreign Language	74.9	96.4	98.4
History	98.2	95.7	97.5
Anthropology and Cultural Geography	60.4	76.6	87.3
English and The Study of Literature	100.0	100.0	99.2
Rhetoric and Composition	71.6	80.7	92.7
Cultural Appreciation	33.7	39.1	53.8

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a/ Schools rounded to the nearest hundred.

Only 31 percent of the smaller schools offered instruction in this program area compared with 59 percent of schools in the middle category and 86 percent of the larger schools.

In four of the eight humanities instructional programs, multi-disciplinary studies, foreign languages, anthropology, and rhetoric and composition, the percentage of schools that offered courses increased as the number of students in the schools increased. The percentage of schools offering instruction in history and English was about the same regardless of the size of the school. Cultural appreciation courses, on the other hand, were most often offered by schools with over 1,499 students.

The schools in the South differed most from schools in other regions of the country (see Table 7). Schools in the South were least likely to offer instruction in dramatic arts/design, crafts, and creative writing. A significantly higher percentage of schools in the North and West offered fine arts courses than schools in the South. Western schools were more likely than schools in other regions to give instruction in dance. Foreign languages, anthropology/cultural geography, and cultural appreciation courses were found more often in the North than in other regions. Anthropology and cultural geography were less available in the South.

Rural schools were less likely than either urban or suburban schools to offer courses in most of the arts and humanities programs (see Table 8). However, rural schools were similar to schools in urban and suburban areas in their music, history, and English offerings. A smaller percentage of rural schools offered foreign languages, anthropology/cultural geography and cultural appreciation courses.

4.3 Percent of Students in an Academic High School Program

Schools were grouped according to the percentage of their students who were in an academic program, as reported by school officials. Arts and humanities offerings were compared for schools with different percentages of their students in an academic program in Table 9.

Table 7: Percentage of Schools Offering Courses in Arts and Humanities Instructional Programs, by Region: 1981-82

Instructional Program	Region			
	North	South	North Central	West
N=	3,400[a]	6,900	6,100	3,200
Arts	97.3	88.9	97.8	94.9
Dance	6.8	8.7	8.1	28.5
Dramatic Arts and Design	67.1	31.9	49.1	70.7
Graphic and Commercial Arts	29.3	8.7	18.2	17.8
Crafts	68.4	22.4	54.8	64.8
Fine Arts	91.6	74.6	88.1	93.6
Music	93.2	83.3	95.3	91.8
Creative Writing	39.4	13.9	39.4	39.5
Humanities	99.6	100.0	100.0	99.8
Multi-Disciplinary and Inter-Disciplinary Studies	28.9	9.1	18.2	32.9
Philosophy and Religion	27.7	7.5	15.8	33.7
Foreign Languages	97.5	77.5	88.6	86.3
History	89.3	97.8	99.6	99.6
Anthropology and Cultural Geography	85.7	59.3	73.7	68.8
English and The Study of Literature	99.6	100.0	100.0	99.8
Rhetoric and Composition	72.1	76.1	80.9	81.2
Cultural Appreciation	58.3	31.7	34.2	39.5

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a/ Schools rounded to the nearest hundred.

Table 8: Percentage of Schools Offering Courses in Arts and Humanities Instructional Programs, by Urbanicity: 1981-82

Instructional Program	Urbanicity		
	Urban	Suburban	Rural
N=	3,000[a]	7,000	9,700
Arts	94.4	97.6	91.5
Dance	25.3	15.6	4.1
Dramatic Arts and Design	65.5	64.9	32.1
Graphic and Commercial Arts	19.5	26.3	9.0
Crafts	54.6	62.5	34.2
Fine Arts	91.9	89.0	79.7
Music	91.4	90.1	89.7
Creative Writing	28.7	40.9	20.6
Humanities	99.3	100.0	100.0
Multi-Disciplinary and Inter-Disciplinary Studies	25.2	28.6	10.7
Philosophy and Religion	25.1	25.0	10.4
Foreign Languages	96.6	92.8	77.4
History	98.5	95.6	97.9
Anthropology and Cultural Geography	74.0	77.2	63.4
English and The Study of Literature	99.3	100.0	100.0
Rhetoric and Composition	87.9	78.8	73.8
Cultural Appreciation	47.6	48.5	28.2

a/ Schools rounded to the nearest hundred.

Table 9: Percentage of Schools Offering Courses in Arts and Humanities Instructional Programs, by Percent of Students in an Academic High School Program: 1981-82

Instructional Program	Percent of Students in Academic High School Program		
	0 to 33	34 to 66	67 or Greater
N=	8,100[a]	5,800	4,400
Arts	91.1	96.9	98.2
Dance	11.5	11.7	11.3
Dramatic Arts and Design	40.2	54.9	59.0
Graphic and Commercial Arts	13.9	21.2	14.4
Crafts	36.4	59.0	52.8
Fine Arts	80.5	90.0	89.6
Music	83.4	96.2	95.9
Creative Writing	24.8	36.3	28.1
Humanities	99.8	100.0	100.0
Multi-Disciplinary and Inter-Disciplinary Studies	16.3	18.4	27.4
Philosophy and Religion	10.9	9.4	44.6
Foreign Languages	75.3	94.5	95.6
History	98.7	95.3	96.4
Anthropology and Cultural Geography	62.0	75.8	80.1
English and The Study of Literature	99.8	100.0	100.0
Rhetoric and Composition	74.5	78.3	84.8
Cultural Appreciation	30.6	36.4	58.2

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a/ Schools rounded to the nearest hundred.

Arts offerings tended to decrease when the percentage of students in an academic program dropped below one-third of the student body. This relationship was quite strong for dramatic arts and design, crafts, fine arts, and music courses but was less pronounced with regard to the other three arts areas.

Six of the eight humanities instructional programs showed a pattern of fewer offerings in schools with a lower percentage of academic students. The exceptions were history and English which were taught in more than 95 percent of the schools regardless of the percentage of students in an academic high school program. Foreign languages were offered by 95 percent of the schools where over a third of the students were in an academic program. In contrast, foreign languages were offered by only 75 percent of the schools which had less than a third of their students in an academic program. Philosophy and religion, and cultural appreciation classes were taught most often when over two-thirds of the students were engaged in academic study.

4.4 Availability of a Gifted-Talented Program

Schools which operated a gifted-talented program were more likely than others to provide courses in most arts and humanities instructional programs. The percentage of schools reported in Table 10 that offered dance, dramatic arts and design, graphic and commercial arts, and philosophy and religion was almost twice as large for schools with a gifted-talented program. The popularity of a few areas remained essentially unchanged, including: music, creative writing, foreign languages, history, and rhetoric and composition.

4.5 Student Body Characteristics

Several student body characteristics were included in this analysis: percent Hispanic, percent black, percent from non-English speaking homes, and percent classified as disadvantaged.

In general, the percentage of schools offering courses in the arts and humanities was highest when the percentage of Hispanics and blacks were each

Table 10: Percentage of Schools Offering Courses in Arts and Humanities Instructional Programs, by Availability of a Gifted-Talented Program: 1981-82

Instructional Program	Gifted - Talented Program Availability	
	Not Available	Available
N=	8,600[a]	10,200
Arts	92.5	94.9
Dance	6.6	14.7
Dramatic Arts and Design	35.1	60.0
Graphic and Commercials Arts	10.9	22.4
Crafts	43.0	52.0
Fine Arts	78.9	89.2
Music	90.1	91.1
Creative Writing	28.3	33.6
Humanities	100.0	99.9
Multi-Disciplinary and Inter-Disciplinary Studies	14.5	21.0
Philosophy and Religion	11.9	22.0
Foreign Languages	81.7	89.7
History	99.7	95.4
Anthropology and Cultural Geography	61.7	76.4
English and The Study of Literature	100.0	99.9
Rhetoric and Composition	75.9	79.9
Cultural Appreciation	26.9	46.5

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a/ Schools rounded to the nearest hundred.

between one and nine percent. In other words, all-white schools and schools with 10 percent or more Hispanics or blacks tended to offer fewer arts and humanities courses. Dance offerings increased with an increasing percentage of Hispanic students (see Table 11). Rhetoric and composition offerings also tended to increase with an increasing percentage of Hispanic students. History courses were offered by most schools regardless of the minority composition of their student bodies.

Most of the arts and humanities instructional programs were offered by a higher percentage of schools where there were students from non-English speaking homes. As the percentages in Table 12 indicate, few dissimilarities were uncovered for music, history, and English instruction.

With the exception of dance, arts instruction was most generally available when the percent of the students who were classified as being disadvantaged was between 1 and 24 (see Table 13). Humanities courses were less likely to be available when 25 percent or more of the students were disadvantaged for the following four instructional programs: multi-disciplinary and interdisciplinary studies, foreign languages, rhetoric and composition, and anthropology and cultural geography. There was a negative association between the number of philosophy and religion offerings and the percentage of disadvantaged students.

4.6 Percent of Graduates Expected to Enter College

Arts and humanities offerings were different for schools with varying percentages of their graduating class expected to enter college (see Table 14). Courses in dramatic arts and design were less frequently available in schools where the percentage of students expected to attend college was less than or equal to 25 percent than when it exceeded 75 percent. This was not true, however, for dance instruction and for creative writing. The percentage of schools that reported offering dance instruction was unrelated to the estimated percentage of students who would enter college. Graphic arts and commercial arts were offered more often by those schools with the highest percentage of their students expected to enter college.

Table 11: Percentage of Schools Offering Courses in Arts and Humanities Instructional Programs, by Percent Black and Percent Hispanic in the Student Body: 1981-82

Instructional Program	Percent Black			Percent Hispanic		
	0	1-9	10 or Greater	0	1-9	10 or Greater
N=	8,400[a]	6,100	4,300	11,200	5,300	2,400
Arts	91.8	98.5	91.3	90.2	99.0	99.7
Dance	6.7	16.0	14.7	8.0	13.6	23.9
Dramatic Arts and Design	37.5	65.9	49.1	37.7	71.6	55.2
Graphic and Commercial Arts	10.7	23.3	18.7	12.6	23.3	18.4
Crafts	40.9	60.4	44.6	39.5	65.1	50.1
Fine Arts	79.5	92.9	85.1	81.3	94.0	84.2
Music	89.5	90.9	88.9	86.7	94.7	94.6
Creative Writing	24.9	36.9	30.0	24.7	42.5	27.4
Humanities	100.0	100.0	99.5	100.0	100.0	99.1
Multi-Disciplinary and Inter-Disciplinary Studies	14.4	27.9	17.7	16.1	26.7	19.1
Philosophy and Religion	13.6	27.2	14.6	13.6	26.0	23.0
Foreign Languages	82.5	94.4	83.4	81.5	96.6	88.5
History	96.6	97.8	97.2	96.2	99.3	96.6
Anthropology and Cultural Geography	64.6	78.8	66.4	65.0	83.6	61.3
English and The Study of Literature	100.0	100.0	99.5	100.0	100.0	99.1
Rhetoric and Composition	73.1	81.4	81.0	73.6	80.5	90.2
Cultural Appreciation	31.4	50.3	37.3	34.4	52.5	31.5

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a/ Schools rounded to the nearest hundred.

Table 12: Percentage of Schools Offering Courses in Arts and Humanities Instructional Programs, by Percent of Students from Non-English Speaking Homes: 1981-82

Instructional Program	Percent of Students from Non-English Speaking Homes	
	0	Greater than 0
N=	10,300[a]	8,700
Arts	91.4	97.0
Dance	8.1	15.0
Dramatic Arts and Design	39.2	60.8
Graphic and Commercial Arts	11.5	23.4
Crafts	36.3	61.6
Fine Arts	79.4	90.8
Music	87.7	94.0
Creative Writing	24.5	37.5
Humanities	100.0	99.8
Multi-Disciplinary and Inter-Disciplinary Studies	15.0	25.1
Philosopy and Religion	12.1	25.0
Foreign Languages	79.7	95.0
History	97.0	97.4
Anthropology and Cultural Geography	62.4	78.6
English and The Study of Literature	100.0	99.8
Rhetoric and Composition	72.5	85.2
Cultural Appreciation	28.5	49.2

a/ Schools rounded to the nearest hundred.

Table 13: Percentage of Schools Offering Courses in Arts and Humanities Instructional Programs, by Percent of Students Disadvantaged: 1981-82

Instructional Program	Percent of Students Classified as Disadvantaged			
	0	1-9	10-24	25 or Greater
N=	5,000[a]	5,300	4,300	3,300
Arts	89.8	97.0	97.7	92.6
Dance	12.3	10.4	13.9	10.3
Dramatic Arts and Design	42.3	60.2	55.3	36.8
Graphic and Commercials Arts	11.1	22.1	23.7	12.7
Crafts	35.7	55.2	61.6	34.3
Fine Arts	75.7	90.2	89.3	84.4
Music	82.2	96.1	95.3	85.3
Creative Writing	25.6	42.3	34.9	21.7
Humanities	100.0	100.0	100.0	99.4
Multi-Disciplinary and Inter-Disciplinary Studies	20.6	27.6	17.5	10.9
Philosopy and Religion	29.2	16.6	13.4	6.7
Foreign Languages	85.6	96.8	86.2	75.1
History	98.1	97.6	96.4	99.3
Anthropology and Cultural Geography	65.7	75.8	70.1	60.0
English and The Study of Literature	100.0	100.0	100.0	99.4
Rhetoric and Composition	78.9	86.9	74.3	71.9
Cultural Appreciation	38.1	46.9	37.1	32.5

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a/ Schools rounded to the nearest hundred.

Table 14: Percentage of Schools Offering Courses in Arts and Humanities Instructional Programs, by Percent of Graduates Expected to Enter College[a]

Instructional Program	Percent of Graduates Expected to Enter College			
	0 to 25	26 to 50	51 to 75	76 to 100
N=	3,600[b]	8,200	4,400	3,300
Arts	90.1	96.3	93.4	93.6
Dance	11.5	9.2	11.6	17.1
Dramatic Arts and Design	35.5	47.0	61.0	52.1
Graphic and Commercial Arts	15.2	17.1	22.1	46.8
Crafts	34.9	48.8	55.7	46.8
Fine Arts	75.3	87.9	89.6	82.7
Music	78.7	93.5	92.5	91.3
Creative Writing	24.6	32.7	36.8	23.0
Humanities	99.4	100.0	100.0	100.0
Multi-Disciplinary and Inter-Disciplinary Studies	6.3	17.6	23.3	31.6
Philosophy and Religion	11.3	11.5	17.7	40.8
Foreign Languages	74.5	86.3	86.6	95.9
History	98.2	96.5	98.1	97.3
Anthropology and Cultural Geography	64.6	67.4	78.2	70.0
English and The Study of Literature	99.4	100.0	100.0	100.0
Rhetoric and Composition	66.3	74.3	87.0	86.5
Cultural Appreciation	29.5	37.3	38.4	49.8

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a/ These percentages were estimates made by a school with respect to the 1980-81 graduating class.

b/ Schools rounded to the nearest hundred.

Except with regard to English, history, and anthropology, humanities courses were more generally available when the percentage of students going to college exceeded 75 percent. Multi-disciplinary and inter-disciplinary studies courses, philosophy and religion courses, and cultural appreciation courses were offered most frequently by those schools characterized by above 75 percent of their students expected to enter college after high school graduation. Schools with between 51 and 75 percent of their students going to college were more likely to offer anthropology and cultural geography courses than were schools with the lowest college attendance rates, while schools with a majority of their students (51 percent or more) expected to enter college were most likely to offer instruction in rhetoric and composition.

4.7 Characteristics of Schools Offering Greater than the Average Number of Arts and Humanities Courses

Additional analyses were carried out to determine what school characterteristics were related to the differential number of offerings in the arts and in the humanities across schools. For both the arts and the humanities, schools were grouped into one of two classes--(1) those offering the national average number of courses in these areas or less and (2) those offering greater than the national average (mean) number of courses in these areas. These two classes of schools were tabulated with the same school characteristics used in the preceding analysis of arts and humanities offerings. The analysis was replicated for both the arts and the humanities.

About 30 percent of the public schools offered greater than the average number of both arts and humanities courses (see Table 15). The percentage of other private schools that did so ranged from 31 percent for the humanities to 35 percent for the arts. Catholic schools showed the most distinct pattern. Three-fifths of these schools were above average in the number of humanities courses offered while somewhat less than one-third were above average with respect to the number of arts courses offered.

The percentage of the schools reporting higher than the usual number of course offerings in the arts and in the humanities increased with the size

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Table 15: Percentage and Number of Schools Offering Greater than the National Average Number of Courses in Arts and Humanities, by Type of School: 1981-82

Program Category	Type of School		
	Public	Catholic	Other Private
Arts	41.0 (6,500)[a]	29.2 (400)	35.5 (800)
Humanities	39.4 (6,200)	58.7 (900)	30.9 (700)

a/ Schools rounded to the nearest hundred.

of the student body (see Table 16). For example, 16 percent of the schools with less than 500 students offered greater than the national average number of humanities courses as compared with 87 percent of the schools with 1500 students or more.

The highest percentages of schools reporting greater than the mean number of courses in the humanities were found among schools in the northern and western regions of the country, while the lowest percentages for both arts and humanities were found in schools in the South (see Table 17). Slightly under one-fourth of the schools in the South offered greater than the average number of arts and humanities courses, while a majority of the schools in the North and West offered more than the national average number of courses in these areas.

Differences in offerings as a function of the urbanicity of the school are displayed in Table 18. While over one-half of urban and suburban schools offered high numbers of arts and humanities courses, only one fifth of rural schools did so.

The percentage of schools with above-average numbers of offerings in the arts and humanities was greater when over one third of their students were in an academic program. These findings are presented in Table 19.

The availability of a gifted-talented program within a school was related to higher levels of arts and humanities course offerings (see Table 20). Among schools having such a program, nearly half offered more than the average number of arts and humanities courses. Among schools lacking such a program, the corresponding percentage was about 29.

The data in Table 21 suggest that when there were no black or Hispanic students, only 25 to 30 percent of the schools had high numbers of courses available in the arts and humanities. Minority student body percentages of one to nine were associated with double the percentage of schools offering larger numbers of courses. Schools with 10 percent or more Hispanic students were less likely than those with a 1-9 percent Hispanic enrollment to offer above average numbers of courses in both the arts and the humanities.

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Table 16: Percentage and Number of Schools Offering Greater than the National Average Number of Courses in Arts and Humanities, by School Size: 1981-82

Program Category	School Size		
	Less than 500 Students	500 to 1499 Students	1500 or More Students
Arts	15.5 (1,500)[a]	53.9 (3,800)	89.6 (2,400)
Humanities	16.3 (1,600)	55.2 (3,900)	86.7 (2,300)

a/ Schools rounded to the nearest hundred.

Table 17: Percentage and Number of Schools Offering Greater than the National Average Number of Courses in Arts and Humanities, by Region: 1981-82

Program Category	Region			
	North	South	North Central	West
Arts	57.7 (2,000)[a]	23.5 (1,600)	40.8 (2,500)	51.6 (1,700)
Humanities	69.5 (2,400)	23.7 (1,600)	35.8 (2,200)	51.3 (1,700)

a/ Schools rounded to the nearest hundred.

Table 18: Percentage and Number of Schools Offering Greater than the National Average Number of Courses in Arts and Humanities, by Urbanicity of School: 1981-82

Program Category	Urbanicity		
	Urban	Suburban	Rural
Arts	54.6 (1,700)[a]	57.1 (4,000)	21.9 (2,100)
Humanities	53.2 (1,600)	58.6 (4,100)	22.3 (2,200)

a/ Schools rounded to the nearest hundred.

Table 19: Percentage and Number of Schools Offering Greater than the National Average Number of Courses In Arts and Humanities by Percent of Students In an Academic High School Program: 1981-82

Program Category	Percent In an Academic Program 0 to 33	 34 to 66	 67 or Greater
Arts	29.2 (2,500)	51.5 (3,000)	43.4 (1,800)
Humanities	27.0 (2,300)	49.0 (2,800)	52.5 (2,200)

a/ Schools rounded to the nearest hundred.

Table 20: Percentage and Number of Schools Offering Greater than the National Average Number of Courses in Arts and Humanities, by Availability of a Gifted-Talented Program: 1981-82

Program Category	Gifted - Talented Program Availability	
	Not Available	Available
Arts	29.5 (2,500)[a]	47.8 (4,900)
Humanities	28.6 (2,500)	49.6 (5,100)

a/ Schools rounded to the nearest hundred.

Table 21: Percentage and Number of Schools Offering Greater than the National Average Number of Courses in Arts and Humanities, by Percent Black and Percent Hispanic in the Student Body: 1981-82

Program Category	Percent Black			Percent Hispanic		
	0	1-9	10 or Greater	0	1-9	10 or Greater
Arts	26.2 (2,200)[a]	52.5 (3,200)	47.5 (2,000)	29.2 (3,300)	61.7 (3,200)	40.7 (1,000)
Humanities	24.8 (2,100)	56.2 (3,400)	47.4 (2,000)	30.1 (3,300)	60.1 (3,200)	43.5 (1,000)

a/ Schools rounded to the nearest hundred.

Among schools which had no students from non-English speaking homes about 25 percent offered more than the average number of courses in the arts and humanities (see Table 22). Among schools which did have at least some students from non-English speaking homes, the percent was almost twice as large.

The percentage of schools with above average number of offerings in the arts and the humanities was about one-third when there were either no disadvantaged students enrolled in the schools or when over one-fourth of the student body was classified as disadvantaged (see Table 23). Otherwise, about one-half of the schools offered arts and humanities courses in excess of the national average.

The percentage of schools that provided greater than the national average number of arts and humanities courses was lowest when the percentage of students expected to enter college was less than or equal to one-fourth of the graduating class. When 51 percent to 75 percent of the student body were expected to enter college, the percent of these schools that reported large offerings in the arts and the humanities increased to about 60. There was no difference between the percentage of schools offering above the national average number of courses and schools with 26 to 50 percent and 76 percent or more of their students expected to enter college (see Table 24).

Table 22: Percentage and Number of Schools Offering Greater than the National Average Number of Courses in Arts and Humanities, by Percent of Students from Non-English Speaking Homes: 1981-82

Program Category	Percent of Students from Non-English Speaking Homes	
	0	Greater than 0
Arts	25.8 (2,700)[a]	55.6 (4,900)
Humanities	25.7 (2,600)	57.8 (5,000)

a/ Schools rounded to the nearest hundred.

Table 23: Percentage and Number of Schools Offering Greater than the National Average Number of Courses in Arts and Humanities, by Percent of Students Disadvantaged: 1981-82

Program Category	Percent of Students Classified as Disadvantaged			
	0	1-9	10-24	25 or Greater
Arts	28.3 (1,440)[a]	53.4 (2,800)	47.0 (2,000)	30.3 (1,000)
Humanities	31.7 (1,584)	51.4 (2,700)	49.0 (2,100)	28.7 (1,000)

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a/ Schools rounded to the nearest hundred.

Table 24: Percentage and Number of Schools Offering Greater than the National Average Number of Courses in Arts and Humanities, by Percent of Graduating Class Expected to Enter College: 1981-82[a]

Program Category	Percent of Graduating Class Expected to Enter College			
	0 to 25	26 to 50	51 to 75	76 to 100
Arts	21.3 (800)[b]	38.7 (3,200)	57.9 (2,600)	36.3 (1,200)
Humanities	19.7 (700)	36.3 (3,000)	58.7 (2,600)	45.8 (1,500)

a/ These percentages were estimates made by a school with respect to the 1980-81 graduating class.

b/ Schools rounded to the nearest hundred.

CHAPTER 5

ENROLLMENTS IN ARTS AND HUMANITIES AS RELATED TO SCHOOL CHARACTERISTICS

Since information on school characteristics was available only for those students who had already graduated or who were still in school at the time of the First Follow-up Survey, transfer students were excluded from the analyses reported in this chapter. The enrollment data reported here are based on the HS&B transcript file and have been expanded to represent population values. This chapter presents information on enrollments in arts and humanities as related to a variety of school characteristics.

5.1 School Type: Public, Catholic, or Other Private

A majority of the students in public, Catholic, and other private schools enrolled in one or more arts courses at some point in their secondary school careers (see Table 25). Overall, the enrollment level in the arts was significantly higher in public schools than in Catholic schools.

There were significant differences in the enrollments of public, Catholic, and other private school students for four of the seven arts instructional programs. Other private schools had a higher percentage of students enrolled in courses in dramatic arts and design (22 percent), fine arts (48.5 percent) and music (40.5 percent) in comparison with public and Catholic schools. Public schools, on the other hand, had a significantly higher enrollment in crafts than did Catholic schools. Almost 14 percent of the students attending public schools had enrolled in crafts, as compared with 9 percent in Catholic schools. The other private schools enrollment in crafts was 18 percent.

There were no significant differences in the overall percentages of public and private school students taking one or more courses in the humanities over the span of their high school careers. Private schools did, however, have a higher percentage of seniors taking philosophy and religion, and foreign language courses than did public schools. Among the private schools,

Table 25: Percentage of Students Who Had Enrolled In Arts and Humanities Instructional Programs, by School Type: 1981-82

Instructional Program	School Type		
	Public	Catholic	Other Private[a]
N=	2,605[b]	195	83
Arts	69.0	64.2	71.5
Dance	2.4	2.9	2.7
Dramatic Arts and Design	12.6	9.3	22.0
Graphics and Commercial Arts	2.0	0.6	0.5
Crafts	13.8	9.2	18.3
Fine Arts	36.3	39.3	48.5
Music	32.5	24.3	40.5
Creative Writing	7.0	9.9	5.7
Humanities	99.9	100.0	100.0
Multi-Disciplinary and Inter-Disciplinary Studies	3.7	6.9	9.1
Philosophy and Religion	2.1	36.4	24.7
Foreign Languages	49.3	85.6	73.5
History	91.8	87.4	99.3
Anthropology and Cultural Geography	38.2	43.0	32.7
English and The Study of Literature	99.3	98.7	100.0
Rhetoric and Composition	43.2	44.4	44.8
Cultural Appreciation	5.8	16.0	11.5

a/ Estimates for other private schools may be less accurate than those for public or Catholic schools because of small sample sizes and a low response rate.

b/ Students in thousands.

Catholic schools had the higher percentage of their students enrolled in both of these humanities instructional programs. For example, 86 percent of the students in Catholic schools had enrolled in foreign language as compared with 73 percent of the students in other private schools. Only 49 percent of the public school students had enrolled in a foreign language course.

Catholic schools also had the highest enrollments in anthropology and cultural geography, and in ethnic and area studies. Sixteen percent of the students attending Catholic schools took at least one course in cultural appreciation, while less than 6 percent of the public school students did so.

Catholic schools had the lowest enrollment in the history area. Eighty-seven percent of the students attending this type of school had enrolled in a history course. Over 99 percent of the other private school students took history and 92 percent of the public school students took this type of course.

5.2 School Size, Region, and Urbanicity

There was no significant relationship between school size and the percentage of students taking arts courses in general. Between 67 and 70 percent of the students in all schools took at least one arts course (see Table 26). However, school size was related to enrollments in certain arts programs. Increased school size was associated with a higher percentage of seniors taking courses in dance, dramatic arts and design, graphic arts and commercial arts, and crafts. In contrast, schools with less than 1,500 students had a higher percentage of their students enrolled in music than did the larger schools.

In the humanities, the percentage of students who enrolled in courses in foreign languages, anthropology and cultural geography, and rhetoric and composition increased with the size of the school. Philosophy, religion, and history enrollments decreased as school size increased. One program area,

Table 26: Percentage of 1982 High School Seniors Enrolled in Arts and Humanities Instructional Programs, by School Size

Instructional Program	School Size		
	Less than 500 Students	500 - 1499 Students	1500 or More Students
N=	442[a]	1,371	1,065
Arts	67.7	68.1	70.0
Dance	0.9	1.1	4.8
Dramatic Arts and Design	10.7	11.2	15.3
Graphic and Commercial Art	0.7	1.5	2.8
Crafts	11.0	11.7	17.1
Fine Arts	39.1	35.5	37.6
Music	36.7	33.6	28.4
Creative Writing	6.6	7.1	7.3
Humanities	100.0	99.9	99.8
Multi-Disciplinary and Inter-Disciplinary Studies	3.8	3.8	4.5
Philosopy and Religion	9.7	5.4	2.8
Foreign Languages	40.0	52.5	57.7
History	94.3	90.7	92.0
Anthropology and Cultural Geography	34.5	37.6	41.0
English and The Study of Literature	99.9	99.4	98.9
Rhetoric and Composition	35.2	42.6	47.5
Cultural Appreciation	8.4	4.7	8.3

a/ Students in thousands.

cultural appreciation, had its highest enrollments in schools with less than 500 students and in those with 1,500 students or more.

The enrollment in arts differed by region of the country (see Table 27). In the northern and southern regions smaller percentages of students had taken one or more arts courses during their high school careers. Regional differences were also evident with respect to specific arts programs. Schools in the West had the highest enrollments in dance, dramatic arts and design, crafts, and creative writing, while those in the North Central region had the highest enrollment in music.

Student enrollments in the various humanities programs also varied by region. Schools in the South had the lowest percentage of their students enrolled in philosophy and religion, anthropology and cultural geography, and cultural appreciation courses. Schools in the South, along with northern schools, had relatively low enrollments in multi-disciplinary and interdisciplinary courses, and in rhetoric and composition.

Schools in urban, suburban, and rural environments differed in terms of the percentage of their students who enrolled in certain arts and humanities courses (see Table 28). In general, a higher percentage of the students who attended an urban school enrolled in an arts course at some point in their high school career. Urban school students were also more likely to have enrolled in a fine arts course than their suburban and rural counterparts. Rural students, on the other hand, were least likely to have been exposed to dance, dramatic arts and design, and crafts.

Rural students were also least likely to have enrolled in a foreign language course. Only 40 percent of these students had enrolled in foreign language instruction as compared with 56 percent of the urban students and 59 percent of the suburban students. Both rural and urban schools had a lower percentage of their students enrolled in anthropology and cultural geography, and rhetoric and composition than did suburban schools. Suburban schools had the lowest history enrollments.

Table 27: Percentage of Students Who Had Enrolled in Arts and Humanities Instructional Programs, by Region: 1981-82

Instructional Program	Region			
	North	South	North Central	West
N=	683[a]	890	850	463
Arts	65.6	62.1	73.2	77.9
Dance	2.1	1.5	1.8	5.9
Dramatic Arts and Design	11.4	8.4	13.6	20.9
Graphic and Commercial Arts	2.3	1.3	2.0	2.1
Crafts	11.3	7.7	15.0	25.7
Fine Arts	36.7	34.3	39.1	37.8
Music	31.3	28.8	37.2	30.5
Creative Writing	5.2	4.1	8.8	12.7
Humanities	99.7	100.0	100.0	99.7
Multi-Disciplinary and Inter-Disciplinary Studies	3.7	2.4	4.5	7.0
Philosopy and Religion	6.8	2.4	5.9	6.4
Foreign Languages	67.8	43.6	45.9	59.0
History	81.2	94.9	94.8	95.6
Anthropology and Cultural Geography	52.8	28.6	34.4	43.0
English and The Study of Literature	99.0	99.4	99.6	98.9
Rhetoric and Composition	31.8	29.4	59.0	58.0
Cultural Appreciation	10.3	3.7	6.8	6.4

a/ Students in thousands.

Table 28: Percentage of Students Who Had Enrolled In Arts and Humanities Instructional Programs, by Urbanicity of School: 1981-82

Instructional Program	Urbanicity of School		
	Urban	Suburban	Rural
N=	582[a]	1,404	899
Arts	73.9	68.1	66.5
Dance	3.3	3.3	0.5
Dramatic Arts and Design	14.2	14.6	8.5
Graphic and Commercial Arts	2.7	1.8	1.4
Crafts	14.7	15.0	10.7
Fine Arts	43.9	35.1	35.1
Music	33.4	29.5	35.5
Creative Writing	6.6	7.5	6.9
Humanities	100.0	99.8	100.0
Multi-Disciplinary and Inter-Disciplinary Studies	2.8	5.6	2.5
Philosopy and Religion	4.5	6.8	2.8
Foreign Languages	56.4	58.8	40.1
History	94.0	89.5	93.7
Anthropology and Cultural Geography	36.7	40.9	35.3
English and The Study of Literature	99.0	99.2	99.7
Rhetoric and Composition	40.2	45.4	42.0
Cultural Appreciation	9.4	7.0	4.3

[a] Students in thousands.

5.3 Percent of Students in an Academic High School Program

Schools with a high percentage of students in an academic (college preparatory) program, as expected, had a higher percentage of students enrolled in humanities courses. The analogous relationship with respect to arts courses and placement in an academic program was not clear. Findings pertaining to academic program participation and arts and humanities enrollments are presented in Table 29.

Students in schools where between 34 and 66 percent of the students were in an academic program were less likely to have enrolled in a course in dance than were students who attended schools with a higher percentage of academic students. These latter students were more likely to enroll in dramatic arts and design courses than were students from schools with less than 34 percent of the students classified as college preparatory.

Enrollment in foreign language courses increased with the percentage of students in an academic program. In low academic placement schools (0-33 percent) 42 percent of the students enrolled in foreign language courses. Fifty-two percent of the students who attended schools with between 34 to 66 percent of the student body in an academic program studied foreign languages. Where academic program participation was 67 percent or higher, 74 percent of the students enrolled in a foreign language course.

Enrollment in the courses listed under the grouping "cultural appreciation" was highest where 67 percent or more of the students were in an academic program. Rhetoric and composition course enrollments were higher when academic program participation was between 34 and 66 percent.

5.4 Availability of a Gifted-Talented Program

As can be seen in Table 30, there is no strong relationship between the size of arts enrollment and the availability in the school of a program for gift-

Table 29: Percentage of Students Who had Enrolled in Arts and Humanities Instructional Programs, by Percent of Students in an Academic High School Program: 1981-82

Instructional Program	Percent of Students in Academic High School Program		
	0 to 33	34 to 66	67 or greater
N=	1,061[a]	1,111	539
Arts	68.7	69.3	68.0
Dance	2.1	1.9	4.6
Dramatic Arts and Design	10.5	13.5	14.5
Graphic and Commercial Arts	2.2	1.8	1.4
Crafts	13.5	13.9	12.7
Fine Arts	38.9	35.5	37.4
Music	30.6	33.3	32.9
Creative Writing	7.1	7.5	6.1
Humanities	99.8	99.9	99.9
Multi-Disciplinary and Inter-Disciplinary Studies	2.7	4.8	5.6
Philosopy and Religion	2.7	3.0	14.3
Foreign Languages	41.5	52.4	73.6
History	93.3	90.6	90.6
Anthropology and Cultural Geography	37.1	40.5	39.0
English and The Study of Literature	99.3	99.4	99.4
Rhetoric and Composition	39.8	47.3	40.1
Cultural Appreciation	5.3	5.2	10.9

a/ Students in thousands.

Table 30: Percentage of Students Who Had Enrolled In Arts and Humanities Instructional Programs, by Availability of a Gifted-Talented Program: 1981-82

Instructional Program	Gifted-Talented Program	
	Not Offered	Offered
N=	959[a]	1,839
Arts	70.1	67.9
Dance	1.1	3.1
Dramatic Arts and Design	11.6	13.3
Graphic and Commercial Arts	1.5	1.8
Crafts	11.6	14.7
Fine Arts	39.9	35.1
Music	35.0	30.8
Creative Writing	7.8	6.7
Humanities	99.9	99.9
Multi-Disciplinary and Inter-Disciplinary Studies	3.1	4.6
Philosopy and Religion	5.1	4.8
Foreign Languages	44.7	56.7
History	94.9	90.0
Anthropology and Cultural Geography	31.5	41.8
English and The Study of Literature	99.7	99.1
Rhetoric and Composition	46.4	41.7
Cultural Appreciation	5.1	6.9

a/ Students in thousands.

ed and talented students. Small differences between these two classifications of schools are evident with respect to crafts, fine arts, and music. Fine arts and music enrollments were lower but crafts enrollments were higher in schools with this type of program.

With respect to the humanities, the presence of a gifted and talented program was associated with higher enrollments in foreign languages and anthropology but with lower enrollments in history, and rhetoric and composition.

5.5 Student Body Composition

Enrollment levels in the arts and humanities were compared by selected characteristics of the schools' student bodies including: percent black, percent Hispanic, percent disadvantaged, and others. The findings of these analyses are presented in Tables 31 through 33.

Schools with no black students and those with greater than 9 percent of their student populations composed of black students had a lower percentage of their students enrolled in dramatic arts and design than did schools with between 1 and 9 percent black student body members. Schools with a higher percentage of black students (10 percent or more) also had the lowest enrollments in music and crafts.

In schools where the percent black was between 1 and 9, certain humanities courses had higher enrollments than was the case when schools had a percent black above or below this range. This was true with respect to multi-disciplinary and inter-disciplinary studies, philosophy and religion, and foreign languages. Enrollment in rhetoric and composition was highest when the percent black was zero and lowest when the percent black was 10 or higher.

Schools with no Hispanic students had a lower percentage of students enrolled in the arts than did schools with some Hispanic students. Schools with no Hispanic students also had a lower percentage of students enrolled in dance and crafts as compared with schools with 10 percent or more Hispanic students. In comparison with those schools with 10 percent or higher

Table 31: Percentage of Students Who Had Enrolled in Arts and Humanities Instructional Programs, by Percent Black and Percent Hispanic in the Student Body: 1981-82

Instructional Program	Percent Black			Percent Hispanic		
	0	1-9	10 or Greater	0	1-9	10 or Greater
N=	814[a]	1,033	910	1,308	1,069	508
Arts	69.6	69.4	67.5	66.6	70.8	70.8
Dance	2.3	2.5	2.6	1.6	2.7	5.0
Dramatic Arts and Design	12.2	14.3	11.5	10.4	15.1	14.6
Graphic and Commercial Arts	2.0	1.4	2.6	1.2	2.2	3.7
Crafts	13.5	15.1	12.2	11.3	15.0	17.0
Fine Arts	36.6	35.2	38.2	35.7	36.9	38.8
Music	34.5	32.2	30.4	34.7	30.9	27.9
Creative Writing	8.0	7.7	5.9	6.5	8.2	7.2
Humanities	100.0	99.8	99.9	99.9	100.0	99.5
Multi-Disciplinary and Inter-Disciplinary Studies	3.3	5.9	2.8	2.9	5.6	3.8
Philosophy and Religion	3.8	7.7	3.4	3.6	6.8	5.9
Foreign Languages	43.9	59.6	51.9	44.7	58.7	60.9
History	91.8	90.1	93.5	90.0	92.3	96.3
Anthropology and Cultural Geography	39.7	39.6	35.4	39.3	38.0	35.0
English and The Study of Literature	99.9	99.2	98.9	99.4	99.6	98.1
Rhetoric and Composition	49.8	42.6	37.5	40.1	48.0	41.1
Cultural Appreciation	5.2	6.8	7.7	4.5	8.3	9.0

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a/ Students in thousands.

Hispanic enrollments, a higher percentage of the students in schools with no Hispanic students were enrolled in music courses.

Schools with no Hispanic students also had lower enrollments in most of the humanities instructional programs. The percentage of students who had taken one or more courses in rhetoric and composition was lowest in schools with no Hispanic student body members and in those schools with 10 percent or more of the student body of Hispanic origin.

By and large, enrollment rates in the arts and humanities were not related to the percentage of students from non-English speaking homes (see Table 32). Exceptions were dramatic arts and design, and crafts, which had higher enrollments when there were at least some students from non-English speaking homes. The reverse pattern held for music. With respect to humanities, two programs showed higher enrollments when there were some students from non-English speaking homes. These were foreign languages and cultural appreciation.

In general, arts enrollments were not strongly related to the percentage of the student body classified as disadvantaged (see Table 33). There was a tendency for enrollments in dramatic arts and design courses to be lower in schools with 25 percent or more students classified as disadvantaged. With respect to the humanities, enrollments in philosophy and religion, and in foreign languages tended to be highest in schools with no disadvantaged students.

5.6 Percent of Graduates Expected to Enter College

The percentage of a school's students that expected to enter college was not strongly related to the percentage of students who took at least a single course in the arts. However, this school characteristic was related to the enrollment in one arts instructional program. Schools where the college-going rate was 75 percent or more had a higher percentage of students who had studied dramatic arts and design than did schools with less than 51 percent of their students expected to go to college (see Table 34).

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Table 32: Percentage of Students Who Had Enrolled In Arts and Humanities Instructional Programs, by the Percent of Students from Non-English Speaking Homes: 1981-82

Instructional Program	Percent of Students from Non-English Speaking Homes	
	0	Greater than 0
N=	1,182[a]	1,597
Arts	67.0	69.7
Dance	1.2	3.4
Dramatic Arts and Design	10.4	14.2
Graphic and Commercial Arts	1.5	2.2
Crafts	10.9	15.3
Fine Arts	36.1	36.9
Music	34.5	30.3
Creative Writing	7.2	7.3
Humanities	100.0	99.8
Multi-Disciplinary and Inter-Disciplinary Studies	3.3	4.6
Philosopy and Religion	3.9	6.0
Foreign Languages	44.1	58.4
History	92.2	91.4
Anthropology and Cultural Geography	36.7	39.8
English and The Study of Literature	99.4	99.2
Rhetoric and Composition	41.0	44.6
Cultural Appreciation	5.1	7.6

a/ Students in thousands.

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Table 33: Percentage of Students Who Had Enrolled In Arts and Humanities Instructional Programs, by Percent of Students Disadvantaged: 1981-82

Instructional Program	Percent of Students Disadvantaged			
	0	1-9	10-24	Greater than 25
N=	384[a]	969	776	521
Arts	69.9	70.1	69.8	65.6
Dance	3.1	2.7	1.6	3.2
Dramatic Arts and Design	13.9	14.2	12.9	9.3
Graphic and Commercial Arts	1.3	2.5	1.8	1.8
Crafts	15.1	15.1	13.0	11.0
Fine Arts	35.9	37.5	35.7	38.1
Music	35.9	31.9	33.6	28.3
Creative Writing	8.9	7.8	7.3	5.7
Humanities	99.9	100.0	99.7	100.0
Multi-Disciplinary and Inter-Disciplinary Studies	7.3	4.7	3.5	1.7
Philosopy and Religion	16.0	4.6	3.4	1.4
Foreign Languages	62.5	55.6	51.0	43.2
History	93.6	90.1	91.3	94.0
Anthropology and Cultural Geography	36.4	37.4	39.2	38.7
English and The Study of Literature	99.5	99.8	98.6	99.4
Rhetoric and Composition	44.2	51.0	43.0	34.9
Cultural Appreciation	7.0	6.9	4.7	8.0

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a/ Students in thousands.

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Table 34: Percentage of Students Who Had Enrolled In Arts and Humanities Instructional Programs, by Percent of Graduates Expected to Enter College: 1981-82[a]

Instructional Program	Percent of Graduates Entering College			
	0-25	26-50	51-75	76-100
N=	360[b]	1,268	915	321
Arts	66.0	68.6	69.3	71.1
Dance	1.5	1.8	3.0	4.7
Dramatic Arts and Design	8.6	11.5	14.8	15.3
Graphic and Commercial Arts	2.4	1.7	1.5	3.2
Crafts	11.3	12.6	15.6	14.2
Fine Arts	37.3	36.0	36.1	41.8
Music	29.5	32.7	31.7	33.7
Creative Writing	5.2	7.7	7.4	6.6
Humanities	100.0	100.0	99.7	100.0
Multi-Disciplinary and Inter-Disciplinary Studies	2.3	3.1	4.4	8.6
Philosopy and Religion	2.8	2.3	4.6	20.2
Foreign Languages	37.0	45.9	59.5	82.0
History	90.2	92.4	91.3	92.2
Anthropology and Cultural Geography	42.8	38.6	35.4	40.7
English and The Study of Literature	99.9	99.5	98.9	99.0
Rhetoric and Composition	29.3	45.1	46.8	43.1
Cultural Appreciation	3.3	5.2	6.2	17.5

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a/ These percentages were estimates made by a school with respect to the 1980-81 graduating class.

b/ Students in thousands.

The link between instructional program enrollments and the percentage of graduates going to college was stronger with regard to the humanities. Enrollments in the courses grouped to form the multi-disciplinary and interdisciplinary studies program and in the courses included under cultural appreciation were higher in schools where 75 percent or more of the graduates were expected to enter college. Foreign language enrollment claimed 82 percent of the students in the former type of school as compared with between 37 and 44 percent of the students in the latter type of school.

Rhetoric and composition had the lowest enrollment when less than 26 percent of the students were expected to continue on to college. Twenty-nine percent of the students in such schools enrolled in courses in this instructional program, while over 40 percent of the students in schools with higher college placement rates enrolled in at least one course from the humanities area.

CHAPTER 6

CHARACTERISTICS OF ARTS AND HUMANITIES CONCENTRATORS

This chapter is concerned primarily with a description of the characteristics of those students who concentrated in the arts and those who concentrated in the humanities. The first few pages address certain more general questions regarding student participation in the arts and humanities. Overall, this chapter is organized around the following questions which were developed in consultation with the Arts and Humanities Advisory Panel.

- What are the numbers and types of arts and humanities courses taken most frequently?
- At what point in high school is course work in these areas most prevalent?
- What is the average number of credits earned in the arts and in the humanities? What is the ratio of arts and humanities credits to all credits earned during a student's high school career? How do these values compare with those for mathematics and science?
- What is the average number of credits earned in the arts, humanities, mathematics, and science by students in college preparatory, general, and vocational programs?
- What is the number and percentage of secondary school students who concentrate in the arts and the humanities?
- Do students who concentrate in the arts or the humanities take courses predominately in one subject area, or do they take courses in different subject areas?
- How do the grades earned in arts and humanities courses compare with the grades earned in other courses? In particular, how do they compare with mathematics and science course grades?

- How do arts and humanities concentrators compare with other students on tests of cognitive ability?
- In what types of extracurricular activities do arts and humanities concentrators participate?
- What are the socio-demographic characteristics of arts and humanities concentrators? How do they compare with other types of students?
- Do arts and humanities concentrators spend more time on homework? At outside jobs? Watching TV?
- What are the immediate and long-range educational plans of arts and humanities concentrators? What is the lowest level of education that they would be satisfied with?
- What are the occupational plans and aspirations of arts and humanities concentrators?
- How do the socio-demographic characteristics of arts and humanities concentrators who plan to go to college compare with those who do not intend to go? What type of high school programs do these students participate in?

6.1 Credits Earned in Arts, Humanities, Mathematics, and Science

On the average, students earned about 6 percent of their total high school credits in the arts, 11 percent in mathematics, and 9 percent in science. Approximately one-third of their credits were earned in the humanities (see Table 35).

The number of credits earned in the arts and humanities was compared with the number earned in mathematics and science. For each credit earned in mathematics, students earned .58 credit in the arts and for each credit earned in science, they earned .74 credit in art.

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Table 35: Ratio of Credits Earned in Arts and Humanities to Mathematics Credits, Science Credits, and Total Credits: 1981-82

Program Category	Program Category		
	Mathematics	Science	Total Credits
Arts	.58	.74	.06
Humanities	2.76	3.55	.31
Mathematics	----	----	.11
Science	----	----	.09

The differential between the credits earned in the humanities and those earned in mathematics and science was larger. About three humanities credits were earned for each mathematics credit. Four credits in the humanities were earned for each credit earned in the sciences.

Overall, students who participated in the relevant program earned about two credits in the arts and six and one-half credits in the humanities over their high school careers (see Table 36). About two and one-half credits were also earned in mathematics and two credits were earned in science.

Students, whether in a general, academic, or vocational high school program, earned about the same number of credits in the arts. Academic students earned almost two credits more in the humanities than did general education students and over two humanities credits more than did vocational education students.

Table 37 presents the number of credits earned in the different arts and humanities instructional programs by grade level. From the percentages presented in this table, it is possible to determine at what point in students' high school careers various types of subjects are likely to be studied.

For arts as a whole, the percentage of credits earned in each of the four years of high school is fairly constant. However, certain types of courses are more likely to be taken in the later years of high school. For example, one-third of the credits in dramatic arts and design courses were earned by eleventh and twelfth grade students, while only 12 percent of the dramatic arts and design credits were earned in the ninth grade. A similar pattern was found for creative writing. Music credits remained fairly stable over the four-year period.

The total number of credits earned in the humanities dropped off noticeably during the last year of high school. The largest declines in subject area credits during the last year of high school were associated with foreign languages, history, and anthropology and cultural geography. Credits in history reached their peak during the junior year. Cultural appreciation and multi-disciplinary and inter-disciplinary studies program credits increased during the senior year.

Table 36: Average Number of Credits Earned in the Areas of Arts, Humanities, Mathematics and Science, by High School Program: 1981-82

Area	High School Program			
	General	Academic	Vocational	All Students
Arts	2.1	2.1	1.7	2.0
Humanities	6.0	7.7	5.6	6.5
Mathematics	2.1	3.1	1.9	2.4
Science	1.7	2.7	1.5	2.0

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[a] These figures represent the average number of credits earned in each area for only those students who took one or more courses in the area.

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Table 37: Number (Thousands) and Percentage of Credits Earned in Arts and Humanities Instructional Programs by Students during their Secondary School Careers, by Grade Level: 1981-82

Instructional Program	All Grades		Grade 9		Grade 10		Grade 11		Grade 12	
	N (Thousands)	Percent	N (Thousands)	Percent	N (Thousands)	Percent	N (Thousands)	Percent	N (Thousands)	Percent
Arts	4,401	100.0	1,169	26.6	1,091	24.8	1,096	24.9	1,045	23.7
Dance	55	100.0	9	15.7	16	29.0	15	28.3	15	27.0
Dramatic Arts and Design	331	100.0	39	11.9	65	19.6	113	34.1	114	34.4
Graphic and Commercial Arts	66	100.0	7	11.4	18	27.2	21	31.6	20	29.9
Crafts	342	100.0	63	18.5	77	22.5	98	28.6	104	30.4
Fine Arts	1,378	100.0	433	31.4	346	25.1	302	21.9	297	21.5
Music	2,117	100.0	611	28.9	557	26.3	506	23.9	443	20.9
Creative Writing	115	100.0	6	5.6	12	10.9	41	36.8	53	46.8
Humanities	21,026	100.0	5,424	25.8	5,974	28.4	6,157	29.3	3,471	16.5
Multi-Disciplinary and Inter-Disciplinary Studies	110	100.0	18	16.4	24	21.8	25	22.7	43	39.1
Philosophy and Religion	142	100.0	36	25.4	30	21.1	35	24.6	42	29.6
Foreign Languages	3,256	100.0	1,050	32.3	1,087	33.4	746	22.9	372	11.4
History	4,554	100.0	797	17.5	1,253	27.5	2,087	45.8	417	9.2
Anthropology and Cultural Geography	1,335	100.0	462	34.6	445	33.2	300	22.5	130	9.8
English and the Study of Literature	10,212	100.0	2,814	27.6	2,750	26.9	2,589	25.4	2,058	20.2
Rhetoric and Composition	1,288	100.0	216	16.8	371	28.8	344	26.7	358	27.9
Cultural Appreciation	127	100.0	30	23.6	15	12.6	32	21.8	50	39.5

6.2 Student Concentration

Using the definitions of student concentration in the arts, humanities, mathematics, and science presented in Chapter 2, HS&B transcript data were examined to determine the percentage and number of student concentrators in each of these subject areas. The results of this analysis are shown in Table 38.

About 13 percent of the students surveyed in 1982 had concentrated in the arts during their secondary school careers. Thus, approximately 432,000 students were arts concentrators, having earned more than three credits in one or more of the arts instructional programs.

Seventeen percent of the 1982 high school seniors earned sufficient credits in the humanities to be classified as humanities concentrators. There were over one-half million humanities concentrators among the 3,265,000 students surveyed in 1982.

In contrast to arts and humanities concentrators, 277,000 students (8.5 percent) concentrated in mathematics. The number of students concentrating in science totaled 306,000 (9.5 percent).

Table 39 presents the findings of an analysis directed towards identifying the extent to which students concentrating in one study area also concentrated in another area. Nearly 16 percent of the arts concentrators also met the requirements of humanities concentration. A lower percentage of the arts concentrators met the requirements for being defined as a concentrator in mathematics (7.6 percent) or science (8.6 percent).

Twelve percent of the students defined as humanities concentrators were also defined as arts concentrators. A higher percentage of the humanities concentrators were mathematics (20.9 percent) or science (20 percent) concentrators than were arts concentrators.

About 12 percent of the mathematics and science concentrators also concentrated in the arts. Forty-two percent of the mathematics concentrators fulfilled the definition of a humanities concentrator and 36 percent of the science concentrators also concentrated in the humanities.

Table 38: Percentage and Number (Thousands) of Students Concentrating in the Arts, Humanities, Mathematics, and Sciences: 1981-82

Area of Concentration	Percent	N
Arts	13.2	432
Humanities	16.9	552
Mathematics	8.5	277
Sciences	9.4	306

Table 39: Percentage and Number (Thousands) of Students Concentrating in the Arts, Humanities, Mathematics, and Sciences, Who Also Concentrated in Another of These Areas: 1981-82

Additional Area of Concentration	Area of Concentration			
	Arts	Humanities	Mathematics	Science
Arts	----	12.3 (68)	11.8 (33)	12.1 (37)
Humanities	15.7 (68)	----	41.7 (116)	36.1 (111)
Mathematics	7.6 (33)	20.9 (116)	----	42.6 (130)
Science	8.6 (37)	20.0 (111)	47.0 (130)	----

6.3 Diversity of Participation

In addition to classifying students in terms of the intensity of their participation, as was done when defining concentrators, the diversity of their participation in the arts and the humanities was examined. Diversity relates to the number of different instructional programs in which students earned credit (see Table 40).

Forty-one percent of all students earned their arts credits in a single instructional program. Nineteen percent studied in two instructional programs, while 6 percent studied in three instructional programs.

Among the arts concentrators, about 38 percent earned all their arts credits in one instructional program, while 37 percent earned all their arts credits in two programs. Nineteen percent studied in three programs, while 6 percent studied in four or more programs.

Study in the humanities was more diverse both for humanities concentrators and for students as a whole than for other types of concentrators. Nearly 63 percent of all students earned their humanities credits in three to four different programs. Twenty-one percent earned all their humanities credits in two instructional programs, 13 percent in five or more programs, and only 2 percent in a single program.

Eighty-seven percent of the humanities concentrators earned credits in three to five different instructional programs. The largest percentage of humanities students (39.6 percent) earned their credits in four different areas of study. Only 4 percent of the humanities concentrators earned all their credits in two instructional programs, while 9 percent earned credits in six or more areas.

6.4 Characteristics of Arts and Humanities Concentrators

A series of analyses identified the characteristics of students who concentrated in the arts and those who concentrated in the humanities during high school. The analyses focused on various measures of student achievement and

Table 40: Percentages of Arts and Humanities Concentrators and of All Students Who Earned Credits in Specified Numbers of Instructional Programs

Number of Instructional Programs in Which Credits Were Earned	Arts Concentrators	Humanities Concentrators	All Students
Arts	(N= 432)[a]		(N= 3,257)[a]
0	0.0		33.5
1	38.1		40.6
2	36.7		19.0
3	19.1		5.7
4	5.1		1.1
5	0.9		0.2
6 or More	0.1		0.0
Humanities		(N= 552)	(N= 3,268)
0		0.0	0.9
1		0.0	1.9
2		4.3	21.5
3		23.3	33.9
4		39.6	28.8
5		23.5	10.6
6		8.1	2.0
7 or More		1.2	0.3

a/ Students in thousands.

student activities. Also examined were the social background characteristics of arts and humanities concentrators and their post-graduation plans and aspirations.

6.4.1 Average Grades in Arts and Humanities Courses

Table 41 presents the percentage of students earning different letter grades in arts and humanities courses. The table presents for comparison purposes the grades of students in mathematics and science courses.

About 61 percent of the students had a B or better grade average in the arts courses in which they had enrolled. In contrast, 26 percent of the students averaged a B or better in humanities courses. The percentage of students earning a B or higher average in mathematics (26.7 percent) was significantly lower than in the arts. The same was true for science (32 percent). Eighteen percent of students averaged an A in the arts courses they had enrolled in as compared with 1 percent for humanities courses, 3 percent for mathematics courses, and 4 percent for science courses.

Table 42 summarizes the overall grade averages of arts, humanities, mathematics, and science concentrators. A higher percentage of the mathematics (69.6 percent) and science (66.8 percent) concentrators had an overall grade average of B or higher than either concentrators in the arts (41 percent) or humanities (41.9 percent). However, a significantly higher percentage of both arts and humanities concentrators had a B grade average or above as compared with the general student population (28.6 percent).

6.4.2 The "New Basics"

The National Commission on Excellence in Education recommended that all high school graduates have a minimum of four years of English, three years of mathematics, three years of science, two years of social studies, and one-half year of computer science. For those with plans to attend college, the Commission also recommended two years of foreign language. These courses are referred to by the Commission as the "New Basics." [23]

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[23] National Commission on Excellence in Education, A Nation at Risk: The Imperative for Educational Reform, p.24.

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Table 41: Percentage of Students With Specified Average Grades In Arts, Humanities, Mathematics, and Science Courses Taken: 1981-82

Average Grade	Course Type			
	Arts	Humanities	Mathematics	Science
A	18.3	1.2	3.4	4.4
A -	20.2	10.2	8.0	9.4
B	22.8	14.6	15.3	18.2
B -	12.8	19.5	16.1	15.0
C	15.6	23.7	25.4	23.1
C -	5.2	19.8	16.1	13.5
D	4.5	10.4	13.8	14.3
D -	0.6	0.6	1.9	2.1
F	0.0	0.0	0.0	0.0

Table 42: Overall Grade Averages of Students by Area of Concentration: 1981-82

Overall Grade Average	Area of Concentration				
	Arts	Humanities	Mathematics	Science	All Students
A	0.4	0.4	1.1	1.2	0.3
A -	15.5	17.5	36.3	32.5	9.9
B	25.1	24.0	32.2	33.1	18.4
B -	28.7	25.6	22.9	23.4	26.8
C	22.5	22.0	6.0	8.6	27.7
C -	7.5	9.0	1.5	1.3	14.6
D	0.5	1.5	0.0	0.0	2.4
D -	0.0	0.0	0.0	0.0	0.0
F	0.0	0.0	0.0	0.0	0.0

Table 43 presents the percentages of arts, humanities, mathematics, and science concentrators who met these requirements. About 6 percent of the arts and 19 percent of the humanities concentrators met all but the foreign language requirement. The percentages of arts, humanities, mathematics, and science concentrators who met these requirements differed significantly.[24]

When the foreign language requirement was included, 14 percent of the humanities concentrators met the basic requirements. The percentage of the arts concentrators meeting these requirements was only 3 percent.

Table 44 presents the percentages of students meeting the "New Basics" requirements (excluding foreign language) who had taken different types of arts and humanities courses. Students who met the requirements were less likely to have taken an arts course during their high school career than students who had not met the requirements. Among the arts instructional programs, students who met the requirements were less likely to have enrolled in fine arts and crafts.

With respect to the humanities, students who met the requirements of the "New Basics" were also less likely to have taken certain courses. Specifically, a lower percentage of these students took courses in rhetoric and composition and anthropology and cultural geography.

6.4.3 Cognitive Test Scores

As part of the 1980 HS&B Base Year Survey and the 1982 First Follow-up Survey, students were administered cognitive tests in reading, vocabulary and mathematics. The average of the three standardized scores were grouped by quantiles, reflecting whether a student's average score fell in the lowest, second, third, or highest quartile of the distribution of all student scores for the purposes of this analysis.[25]

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[24] The Computer Science requirement was deleted because so few of the students had the opportunity to earn computer science credit.

[25] Test scores were standardized so that the weighted distribution of scores would have a mean of 50 and a standard deviation of 10. For more information on the tests and the composite scale used here see High School and Beyond 1980 Sophomore Cohort First Follow-up (1982): Data File User's Manual

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Table 43: Percentage and Number (Thousands) of Students Concentrating in Arts, Humanities, Mathematics, and Science Who Met the Requirements of the New Basics: 1981-82[a]

Requirements of the New Basics	Area of Concentration				All Students
	Arts	Humanities	Mathematics	Science	
New Basics, Excluding Foreign Languages	6.1 (26)	19.4 (107)	26.3 (73)	31.2 (96)	6.8 (223)
New Basics, Including Foreign Languages	3.3 (14)	14.3 (79)	20.8 (58)	24.3 (74)	4.5 (146)

[a] Satisfaction of the social studies requirement was based on the credits earned in the history courses that were used to define the humanities.

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Table 44: Percentage of Students Who Took Courses in Arts and Humanities, by Satisfaction of Requirements of the New Basics: 1981-82

Instructional Programs	Requirements of the New Basics	
	Requirements Not Satisfied	Requirements Satisfied
N=	3,043[a]	223
Arts	70.1	54.5
Dance	2.5	.3
Dramatic Arts and Design	13.2	8.9
Graphic and Commercial Arts	2.0	.5
Crafts	14.3	7.6
Fine Arts	38.0	25.2
Music	32.5	30.0
Creative Writing	7.1	2.9
Humanities	99.8	100.0
Multi-Disciplinary and Inter-Disciplinary Studies	4.2	1.8
Philosophy and Religion	5.1	5.6
Foreign Languages	49.9	89.5
History	91.1	100.0
Anthropology and Cultural Geography	39.0	28.3
English and The Study of Literature	99.1	99.8
Rhetoric and Composition	43.2	37.1
Cultural Appreciation	6.4	6.6

a/ Students in thousands.

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Students who concentrated in the humanities performed somewhat better on these tests than did arts concentrators, and both arts and humanities concentrators had higher mean scores than did the total student population (see Table 45). While about one-third of the arts concentrators scored in the highest quantile, over one-half of the humanities concentrators did so.

6.4.4 Extra-Curricular Activities

HS&B students were asked to respond to a series of items concerning their participation in various extra-curricular activities (see Table 46). As compared with the total secondary school population, a higher percentage of both arts and humanities concentrators participated in debating and drama, honorary clubs, school subject-matter clubs, and student council/government. Arts concentrators and humanities concentrators were also more likely to be involved in the production of a school newspaper or yearbook.

Arts concentrators participated more in youth community organizations and in church activities and youth groups than did the general population of students. Also, students concentrating in the arts participated more in art-related activities such as band/orchestra, chorus, and dance. In all of these activities, the participation of humanities concentrators more closely resembled that of the general student population.

Humanities concentrators participated more often than arts concentrators in honorary clubs and in the production of a school newspaper or yearbook. They were also more likely to be involved in varsity sports and athletics.

6.4.5 Sex, Socioeconomic Status and Race/Ethnicity

Differences by sex in the percentage of students who concentrated in the arts, humanities, mathematics or science were not large. Differences related to race/ethnicity and socioeconomic status, however, were much larger (see Table 47).

There was a slight tendency for more females than males to be involved in the arts and the humanities, and for more males than females to concentrate in science. Students from high SES families were about one and one-half

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Table 45: Percentage and Number (Thousands) of Students Whose Composite Vocabulary, Verbal, and Mathematics Test Scores Fell Into the Lowest, Second, Third, and Highest Quartiles, by Area of Concentration: 1981-82

Test Score Quartile	Area of Concentration		All Students
	Arts	Humanities	
Lowest Quartile	12.9 (52)	8.4 (43)	20.5 (607)
Second Quartile	23.4 (94)	16.7 (86)	24.1 (715)
Third Quartile	27.1 (109)	23.7 (122)	26.3 (779)
Highest Quartile	36.6 (148)	51.2 (264)	29.1 (863)

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Table 46: Percentage and Number (Thousands) of Students Who Had Participated in Specified Extra-Curricular Activities, by Area of Concentration: 1981-82

Extra-Curricular Activities	Area of Concentration				All Students	
	Arts		Humanities			
	Percent	N	Percent	N	Percent	N
Varsity Athletics	30.2	125	39.[illegible]	212	34.6	1,059
Other Athletic Teams	40.3	166	44.2	233	40.6	1,233
Cheerleading, Pep Club	20.6	85	13.8	72	13.7	416
Debating or Drama	24.3	101	20.5	108	12.9	389
Band or Orchestra	47.7	195	12.7	67	14.2	428
Chorus or Dance	44.1	179	23.2	121	19.5	583
Hobby Clubs	24.5	101	19.2	101	19.2	581
Honorary Clubs	20.9	86	25.1	133	16.1	489
School Newspaper/Yearbook	21.6	89	28.3	149	17.9	543
School Subject-Matter Clubs	29.1	120	27.9	147	20.8	631
Student Council/Government	20.4	84	23.0	121	16.1	488
Vocational Education Clubs	18.7	77	12.3	65	23.5	716
Youth Community Organizations	21.8	89	19.1	101	16.5	499
Church Activities/Youth Groups	47.8	197	36.8	195	36.4	1,101
Junior Achievement	6.0	25	5.2	27	5.6	169
Service Clubs/Community Service Activities	18.8	77	22.6	119	15.7	474
Sororities/Fraternities	2.2	9	2.5	14	2.5	79

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Table 47: Percentage and Number (Thousands) of Students Concentrating in [illegible] Mathematics, and Science, by Sex, Socioeconomic Status, and Race/Ethnicity: 1981-82

Area of Concentration	Sex		Socioeconomic Status			Race/Ethnicity		
	Male	Female	Low	Middle	High	White	Black	Hispanic/Other
Arts	10.3 (167)	16.0 (255)	10.1 (79)	13.8 (213)	16.4 (128)	14.7 (349)	8.1 (30)	10.1 (551)
Humanities	15.3 (247)	18.5 (305)	10.7 (84)	14.7 ([illegible])	25.9 (225)	18.6 (40)	11.4 (42)	13.3 (70)
Mathematics	9.2 (149)	7.9 (120)	2.4 (19)	7.7 (119)	15.7 (131)	10.1 (239)	3.3 (12)	4.9 (26)
Science	11.7 (188)	7.1 (112)	3.2 (25)	8.4 (130)	18.5 (145)	11.1 (263)	4.0 (15)	5.4 (28)

times and two and one-half times more likely to concentrate in the arts and humanities, respectively, than were low socioeconomic status students.[26] The difference was more pronounced for mathematics and science where students were about six times as likely to be concentrators if they came from more privileged family backgrounds than if they had not.

Overall, the level of concentrated participation of white students was almost twice that of black students and about one and one-half times that of the Hispanic and other social/ethnic group students. Differences were, again, more pronounced with regard to mathematics and science than arts and humanities.

The perspective of the analyses can be shifted to examine the percentage of concentrators who possessed various socio-demographic characteristics (see Table 48). Relative to their representation in the total student population, males were overrepresented among science concentrators, and underrepresented among arts and humanities concentrators. The reverse pattern was found for female students. In terms of socioeconomic status, the arts domain was dominated by middle class students, while concentrators in the other three study areas were about equally divided between the middle and the high SES groups. High SES students were disproportionately represented in all four areas of concentration. Low SES students were underrepresented in all four areas, particularly in mathematics and science.

Differences by race/ethnicity were also found. White students predominated, accounting for 80 percent or more of all concentrators in the four study areas, though they represented 73 percent of the student population. The Hispanic/other group was second in size, representing from about 9 to 13 percent of concentrators, and black students were the smallest group. White students represented a somewhat higher percentage of the mathematics and science concentrators than they did of the arts and humanities concentrators. There were no significant differences in program concentration between black students and Hispanic/other students.

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[26] The composite socioeconomic status score used in the analysis is based on the following five consitutent elements: (1) father's occupation, (2) father's education, (3) mother's education, (4) family income, and (5) household material possessions. For more detailed information on this composite measure, see High School and Beyond 1980 Sophomore Cohort First Follow-Up (1982): Data File User's Manual, pp. 62-64.

Table 48: Percentage and Number (Thousands) of Students Possessing Various Demographic Characteristics, by Area of Concentration: 1981-82

Demographic Characteristics	Area of Concentration								All Students	
	Arts		Humanities		Mathematics		Science			
	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N
Sex										
Male	38.6	167	44.7	247	53.6	149	61.5	188	49.4	1,612
Female	61.4	265	55.3	305	46.4	129	38.5	118	50.6	1,654
Socioeconomic Status										
Low	18.8	79	15.7	84	7.1	19	8.4	25	25.2	783
Middle	50.7	213	42.7	226	44.3	119	43.2	130	49.6	1,540
High	30.5	128	42.2	225	46.6	131	46.3	145	25.2	782
Race/Ethnicity										
White	80.8	349	79.7	440	86.3	239	86.0	253	72.6	2,370
Black	6.9	30	7.6	42	4.4	12	4.8	15	11.3	370
Hispanic/Other	12.3	53	12.7	70	9.3	25	9.2	28	16.1	525

6.4.6 Type of Community

Another characteristic examined was the type of community in which the schools attended by the students were located (see Table 49). Communities were characterized as urban, suburban, or rural.[27] Urban and rural school students were rather similar in their distribution across areas of concentration. Suburban students, however, were nearly twice as likely as urban or rural students to be math or science concentrators. Concentration in the arts did not vary by the type of community in which a school was located.

6.4.7 Time Spent on Homework, Watching Television, and Working

Overall, arts and humanities concentrators spent more time on homework than did students in general (see Table 50). Approximately 53 percent of the arts concentrators and 64 percent of the humanities concentrators spent in excess of three hours per week on homework as compared with about 50 percent of the total student population.

For both arts and humanities concentrators, the most popular response option (to the question about homework) was "Five hours or more per week." The percentage of students who gave this response was higher for humanities students than for arts students (44 percent versus 31 percent).

The differences between arts and humanities concentrators' patterns of television watching were not great (see Table 51). About one-third of each watched between two and four hours of television on weekdays, and fewer than

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27/ Urban communities included the following community types: a medium-sized city (50,000 - 100,000 people); a large city (100,000 - 500,000 people); and a major metropolitan center (over 500,000 people). Suburban communities included: a suburb of a medium-sized city; a suburb of a large city; and a suburb of a major metropolitan center. Communities were characterized as rural if they were either: a rural or farming community or a small city or town of fewer than 50,000 people that was not a suburb of a larger city.

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Table 49: Percentage and Number (Thousands) of Students Concentrating in the Arts, Humanities, Mathematics, and Science, by Type of Community in Which School was Located: 1981-82

Area of Concentration	Community Type					
	Urban		Suburban		Rural	
	Percent	N	Percent	N	Percent	N
Arts	13.1	99	13.1	69	14.5	205
Humanities	20.1	152	25.6	135	14.0	198
Mathematics	8.4	63	14.6	77	7.9	113
Science	8.0	61	15.4	82	9.7	137

Table 50: Percentage and Number (Thousands) of Students Spending Various Amounts of Time Per Week on Homework, by Area of Concentration: 1981-82

Hours Per Week Spent on Homework	Area of Concentration		All Students
	Arts	Humanities	
Less than 1	18.3 (77)	16.3 (86)	21.5 (673)
Between 1 and 3	28.6 (120)	19.6 (106)	28.7 (900)
More than 3, Less than 5	21.8 (92)	20.1 (108)	19.9 (623)
Five or More	31.4 (132)	44.1 (228)	29.9 (937)

Table 51: Percentage and Number (Thousands) of Students Spending Various Amounts of Time Watching Television, by Area of Concentration: 1981-82

Hours Per Day on Weekdays Spent Watching Television	Area of Concentration		All Students
	Arts	Humanities	
Less than 2	46.7 (193)	53.4 (281)	44.4 (1,351)
More than 2 but Less Than 4	34.0 (140)	31.5 (166)	34.6 (1,052)
Four or More	19.3 (80)	15.1 (794)	21.0 (638)

one-fifth watched four or more hours on an average weekday. Slightly more humanities concentrators than arts concentrators reported low (fewer than two hours per day on weekdays) levels of television viewing. In comparison with high school students in general, arts concentrators watched about the same while humanities concentrators watched less television.

The majority of both arts and humanities concentrators spent less than 22 hours per week working at jobs outside of school. Both types of concentrators also spent fewer hours working than did students as a whole (see Table 52).

6.4.8 Post-Graduation Plans and Expectations

Students were asked about their plans and expectations regarding various activities and pursuits in which they might engage immediately after graduation and long after they left high school. Arts and humanities concentrators were compared in terms of the activities that they planned for the first year after graduation; the kinds of educational achievements that they expected in their lifetimes; the lowest level of educational attainment that they would be satisfied with, the kinds of jobs which they expected to have when they were 30 years old; and (for college bound arts and humanities concentrators) the field of study in which they expected to enroll.

For the most part, the post-graduation plans of arts concentrators and humanities concentrators were rather similar to each other and to those of the general student population (see Table 53). A larger percentage of humanities concentrators did, however, plan to attend a four-year college or university as compared with the percentages of arts concentrators and of students in general (45 percent versus 34 and 30 percent).

Regarding postsecondary educational expectations, arts concentrators and humanities concentrators did not differ greatly from each other or from students in general (see Table 54). Somewhat more arts than humanities concentrators expected to obtain no education beyond high school (13 percent versus 9 percent). The corresponding percentage for all students was 18. Similarly, more arts than humanities students expected to obtain some

Table 52: Percentage and Number (Thousands) of Students Spending Various Amounts of Time Working for Pay at Their Most Recent Job, by Area of Concentration: 1981-82

Hours Per Week Spent Working	Area of Concentration		All Students
	Arts	Humanities	
One to 14 Hours	43.2 (146)	42.1 (180)	34.0 (833)
Fifteen to 21 Hours	27.9 (94)	27.8 (119)	29.1 (712)
Twenty-Two to 34 Hours	19.7 (67)	22.1 (94)	24.5 (600)
Thirty-Five or More Hours	9.2 (31)	8.0 (34)	12.3 (300)

Table 53: Percentage and Number (Thousands) of Students Expecting to be Engaged in Various Activities During the First Year After Graduation, by Area of Concentration: 1981-82

Activity	Area of Concentration				All Students	
	Arts		Humanities			
	Percent	N	Percent	N	Percent	N
Work	70.9	274	69.7	346	69.5	1,973
Apprenticeship	6.5	25	5.2	26	7.4	210
Military Service	4.6	18	4.1	20	5.6	160
Homemaker	6.9	26	3.4	17	6.6	188
Vocational/Technical Courses, Trade or Business School	9.9	38	6.4	32	11.2	317
Academic Courses, Junior or Community College	12.5	48	10.4	52	11.3	321
Vocational/Technical Courses, Junior or Community College	4.3	17	3.4	17	5.6	158
Four-Year College or University	34.1	132	45.4	225	30.4	863
Other (Travel/no plans)	33.2	125	29.4	146	28.2	801

Table 54: Percentage and Number (Thousands) of Students Expecting Various Kinds and Levels of Postsecondary Education, by Area of Concentration

Educational Expectations	Area of Concentration				All Students	
	Arts		Humanities			
	Percent	N	Percent	N	Percent	N
Less than High School Graduation	0.2	0.8	0.2	0.8	0.5	16
High School Graduation	13.5	54	9.3	47	18.2	533
Vocational, Trade or Business School after High School - Less than 2 Years	7.5	30	4.0	20	8.3	242
Vocational, Trade or Business School after High School - Two or More Years	11.2	45	6.6	33	12.3	361
College - Less than 2 Years	3.4	13	1.8	9	3.0	89
College - 2 or More Years	15.1	60	14.6	74	15.5	453
College Completion - 4 or 5 Year Degree	27.9	112	30.7	156	23.3	683
Master's Degree or Equivalent	13.3	53	17.8	91	11.0	322
Ph.D., M.D. or Other Advanced Professional Degree	7.9	31	15.2	77	8.0	235

vocational education training (19 versus 11 percent). Both sets of students were more likely than students in general to aspire to a 4 or 5 year college degree (28 and 31 percent versus 23 percent). About one-third of humanities students expected to earn an advanced degree. One-fifth of the arts concentrators had this expectation.

In response to a question as to the lowest level of education with which they would be satisfied, humanities concentrators tended to aim higher than arts concentrators (see Table 55). For example, about 19 percent of the humanities students would be satisifled with only a high school diploma as compared with 29 percent of the arts students. Correspondingly, the percentages who would be satisfied with nothing less than a 4 or 5 year college degree were 34 and 23 for humanities and arts students, respectively. Analogous percentages with respect to advanced degrees were 14 and 8.

Arts and humanities concentrators and students in general shared similar job aspirations (see Table 56). An exception was that the percentage of students who expected by age 30 to have a professional job requiring an advanced degree, such as physician, lawyer or dentist, was 17 for humanities concentrators as compared with about 10 for arts concentrators and for students in general.

When arts and humanities concentrators were compared with respect to their intended field of study in college, only a few differences emerged (see Table 57). Humanities students were more likely than arts students to study business (20 percent versus 14 percent). Not surprisingly, arts concentrators were far more likely than humanities concentrators to study art and music (18 percent versus 4 percent).

The college plans of arts and humanities concentrators were further examined in relation to the student's sex, race/ethnicity, socioeconomic status, and high school program (see Table 58).

The percentage of arts and humanities concentrators planning to attend college did not differ significantly by sex, i.e., male and female concentrators were equally likely to state that they planned to attend college. With respect to both men and women, more humanities concentrators than arts concentrators planned to attend college.

Table 55: Percentage and Number (Thousands) of Students Reporting Various Levels of Education as the Lowest with Which They Would be Satisfied, by Area of Concentration: 1981-82

Level of Education	Area of Concentration				All Students	
	Arts		Humanities			
	Percent	N	Percent	N	Percent	N
Less than High School Graduation	1.7	6	1.4	7	1.7	48
High School Graduation	29.1	112	18.7	92	33.9	950
Vocational, Trade or Business School after High School - Less than 2 Years	7.4	28	2.8	14	5.8	162
Vocational, Trade or Business School after High School - Two or More Years	6.8	26	5.2	25	8.7	244
College - Less than 2 Years	6.4	25	4.6	23	4.4	125
College - Two or More Years	17.5	68	20.0	99	16.6	466
College Completion - 4 or 5 Year Degree	23.3	90	33.7	167	21.2	594
Master's Degree or Equivalent	6.6	25	9.8	48	5.7	160
Ph.D., M.D., or Other Advanced Degree	1.4	5	4.0	19	2.0	57

Table 56: Percentage and Number (Thousands) of Students Expecting Various Jobs or Occupations When 30 Years Old, by Area of Concentration: 1981-82

Occupation	Area of Concentration				All Students	
	Arts		Humanities			
	Percent	N	Percent	N	Percent	N
Clerical	6.8	28	4.8	25	8.7	264
Craftsman	5.2	22	3.2	17	7.3	224
Farmer, Farm Manager	2.0	8	1.0	5	2.0	60
Homemaker	3.8	16	2.5	13	2.6	79
Laborer	0.9	4	0.6	3	1.5	46
Manager, Administrator	6.5	27	10.3	54	8.0	243
Military	1.4	6	1.8	10	2.2	68
Operative	1.1	4	2.4	13	3.2	97
Professional - No Advanced Degree	35.2	145	32.1	169	27.0	826
Professional - Advanced Degree	10.0	42	16.9	89	9.9	302
Proprietor or Owner	2.6	11	4.0	21	4.6	140
Protective Service	1.8	7	1.8	10	1.9	59
Sales	2.1	8	1.8	10	1.9	57
School Teacher	6.3	26	3.3	17	3.4	104
Service	5.0	21	2.3	12	4.1	125
Technical	9.1	38	10.9	57	11.2	341
Not Working	0.4	2	0.4	2	0.6	20

Table 57: Percentage and Number (Thousands) of College-Bound Students Planning to Enroll in Various Fields of Study, by Area of Concentration: 1981-82

Field of Study	Area of Contentration				All Students	
	Arts		Humanities			
	Percent	N	Percent	N	Percent	N
Agriculture	2.0	6	1.3	6	2.4	49
Architecture and Engineering	8.1	25	9.0	38	10.6	217
Art and Music	18.5	57	4.3	18	6.4	130
Biological Sciences, Health Occupations, and Health Sciences	11.8	36	11.0	46	12.0	245
Business	14.2	44	20.0	83	21.2	432
Communications	3.7	11	5.2	22	3.3	67
Computer and Information Sciences	5.5	17	7.3	30	8.3	168
Education	4.4	14	3.6	15	4.0	81
English and Foreign Languages	4.3	13	4.8	20	2.3	48
Ethnic Studies	0.1	0	0.0	0	0.1	1
Home Economics and Vocational/Technical Studies	6.2	19	4.7	20	9.1	184
Inter-Disciplinary Studies	0.2	1	0.2	1	0.1	2
Mathematics and Physical Science	1.8	6	3.6	15	2.3	47
Philosophy and Religion	0.9	3	0.6	2	0.3	7
Pre-Professional	4.8	15	8.6	36	5.8	119
Psychology and Social Sciences	6.4	20	9.2	39	5.3	108
Other	7.2	22	6.6	28	6.4	131

Table 58: Percentage and Number (Thousands) of Arts and Humanities Concentrators and of All Students Who Planned to Attend a 4-Year College, by Sex, Race/Ethnicity, Socioeconomic Status, High School Program, and Area of Concentration

Demographic Characteristic	Area of Concentration: Arts	Area of Concentration: Humanities	All Students
Sex			
Male	33.1 (47)	43.2 (94)	29.3 (395)
Female	34.7 (84)	47.1 (132)	31.4 (464)
Race/Ethnicity			
White	35.5 (114)	45.9 (1[illegible]4)	30.8 (662)
Black	41.6 (9)	50.5 (17)	34.9 (98)
Hispanic/Other	19.9 (9)	41.1 (23)	24.9 (103)
Socioeconomic Status			
High	48.8 (57)	56.2 (117)	48.2 (349)
Middle	31.5 (61)	40.1 (83)	27.4 (386)
Low	1[illegible].1 (11)	30.5 (23)	18.0 (122)
High School Program			
General	21.7 (34)	24.7 (28)	21.3 (210)
Academic	52.5 (90)	57.6 (189)	51.4 (567)
Vocational	12.7 (7)	15.3 (8)	11.3 (83)

For both black and white arts concentrators and black and white humanities concentrators, the percentages of students planning to attend college were greater than was true of students in general. For Hispanics and others, this relationship held for humanities concentrators but not for arts concentrators.

High school students' plans to attend college increased with socioeconomic status. This pattern held regardless of the area of concentration. In all SES categories, however, arts concentrators were less likely than humanities concentrators to state that their postsecondary plans included college attendance.

As would be expected, students in an academic (college preparatory) high school program were far more likely to aspire to a college education than those in a general or vocational program. This general statement held true both for arts concentrators and humanities concentrators.

Expectations of attending a 4-year college were positively correlated with the education level of the students' fathers and mothers. This held true for both arts concentrators and humanities concentrators (see Table 59). Consistent with information presented in earlier sections of this report, at all levels of parental education, humanities concentrators were more likely than arts concentrators to anticipate college attendance.

Table 59: Percentage and Number (Thousands) of Students Planning to Attend A 4-Year College, by Father's and Mother's Education and Area of Concentration: 1981-82

Student's Area of Concentration	Father's Education: High School Graduation or Less	Father's Education: Vocational Trade or Business School	Father's Education: Some College	Father's Education: Completed 4 or 5 Year College Degree	Father's Education: Post-Graduate College Degree or Equivalent	Mother's Education: High School Graduation or Less	Mother's Education: Vocational Trade or Business School	Mother's Education: Some College	Mother's Education: Completed 4 or 5 Year College Degree	Mother's Education: Post-Graduate College Degree or Equivalent
Arts	24.5 (41)	38.8 (13)	42.9 (22)	53.3 (24)	51.2 (25)	24.5 (45)	36.9 (17)	47.5 (30)	51.2 (20)	52.9 (14)
Humanities	37.7 (67)	43.9 (17)	50.5 (31)	54.9 (46)	57.9 (52)	36.9 (79)	43.8 (22)	54.4 (47)	61.3 (41)	57.0 (26)
All Students	22.8 (303)	27.0 (71)	37.9 (127)	49.0 (141)	54.7 (156)	23.7 (369)	31.8 (90)	42.8 (162)	52.1 (122)	52.2 (74)

A. SOURCES OF THE DATA

Data for the analysis of secondary school course offerings and enrollments in the arts and in the humanities came from the sophomore cohort of the High School and Beyond (HS&B) Study sponsored by NCES. Two components of the HS&B First Follow-up Survey provided data on 1981-82 course offerings and enrollments. The offerings and enrollments component provided data on secondary school arts and humanities offerings, while the 1982 HS&B transcripts collection provided data which were used to estimate enrollments in arts and humanities courses. The data on the characteristics of secondary schools and of secondary school students came from the responses to the school and student questionnaires administered during the HS&B Base Year and First Follow-up surveys.

All of the HS&B samples were designed to provide national estimates. The sample designs of these surveys are described in the following sections.[1]

1/ More detailed information on the sample designs of the HS&B surveys as well as information on their data collection procedures and other survey features is provided in:

C. Jones, S. Knight, H. McWilliams, M. Butz, I. Crawford, and B. Stephenson, High School and Beyond Course Offerings and Course Enrollments Survey (1982): Data File User's Manual. Chicago, Illinois: National Opinion Research Center, 1983.

C. Jones, S. Knight, M. Butz, I. Crawford, and B. Stephenson, High School and Beyond Transcripts Survey (1982): Data File User's Manual. Chicago, Illinois: National Opinion Research Center, 1983.

C. Jones, M. Clarke, H. McWilliams, I. Crawford, B. Stephenson, and R. Tourangeau, High School and Beyond 1980 Sophomore Cohort First Follow-up (1982): Data File User's Manual. National Center for Education Statistics (NCES 83-214), 1983.

C. Jones, M. Frankel, R. Tourangeau, H. McWilliams, F. O'Brien, High School and Beyond First Follow-up Sample Design Report. Chicago, Illinois: National Opinion Research Center, 1983.

A.1 High School and Beyond Sample Designs

A.1.1 Base Year Survey Sample Design

Base year data for the HS&B study were collected in 1980. A highly stratified, two-stage probability sample was used to select over 58,000 high school students (over 28,000 seniors and over 30,000 sophomores) from over 1,000 public and private secondary schools. Over 1,000 schools were selected during the first stage of the design with a probability proportional to the estimated enrollment in their 10th and 12th grades.[2] During the second stage of sampling, 36 seniors and 36 sophomores were selected in each school, except in those schools with fewer than 36 seniors or 36 sophomores. In the latter schools, all eligible students were drawn in the sample. This report utilizes only data from the sophomore cohort members.

A.1.2 First Follow-up Survey Sample Design

The HS&B First Follow-up Survey sample design retained the essential features of the 1980 Base Year design. That is, it was a multi-stage, stratified, probability sample with schools selected during the first stage of sampling, and students selected during stage two. Listed below are the important features of the 1982 First Follow-up sample design:

- All schools selected as part of the Base Year Survey were contacted for participation in the First Follow-Up Survey unless they had no 1980 sophomores, had closed, or had merged with other schools in the base year sample.

- 1980 sophomores still enrolled in their 1980 schools were retained with certainty, resulting in approximately 30,000 1980 sophomores being included in the sample.

2/ This selection criterion was not used uniformly across all strata in the sample design. In certain sample strata (e.g., schools with large minority enrollments), study requirements resulted in an oversampling of schools. For more information on the Base Year Survey sample design, see M. Frankel, L. Luane, D. Buonanno, and R. Tourangeau, Sample Design Report, Chicago, Illinois: National Opinion Research Center, 1981.

- 1980 sophomore cohort students who were no longer attending their base year schools (i.e., dropouts, early graduates, and those who had transferred as individuals to a new school) were subsampled.

A.1.3 Course Offerings and Course Enrollment Survey Sample Design

Secondary school course offerings and enrollment data were collected from those schools selected as the first-stage sampling units in the Base Year Survey in which 1980 sophomores were still enrolled during the 1981-82 academic year. Of the more than 1,000 schools included in the Base Year Survey, 975 schools had a 10th and/or 12th grade in 1980 and were in continuous existence through the 1981-82 academic year (i.e., they had not closed, or merged with other schools since the 1980 survey). School administrators at the 975 schools were asked to provide information on the courses offered at their schools during the academic year and the enrollments in these courses.

A.1.4 Transcripts Survey Sample Design

The sample for the HS&B Transcripts Survey was selected from among the 1980 sophomores who were eligible for the First Follow-up Survey. Prior to selecting the sample, 1980 sophomores were stratified according to a number of student and school-level characteristics. The strata were partitioned into one of two major groups with different student selection probabilities: one contained policy-relevant subgroups (e.g., students from private schools, base year nonrespondents, high achievement blacks, and high achievement Hispanics), and the other contained all of the remaining sophomore subgroupings (e.g., other blacks, other Hispanics, and all other students).

All students in the policy-relevant subgroups were selected with certainty, resulting in 12,987 students being included in the survey sample. An additional 5,440 sophomores were selected from the remaining subgroups, with a selection probability equal to approximately .32. A total of 18,427 members of the 1980 sophomore cohort were selected for participation in the HS&B Transcripts Survey.

B. OFFERINGS AND ENROLLMENTS SURVEY NONRESPONSE AND NONRESPONSE ADJUSTMENTS

Lists of courses offered in the 1981-82 school year were supplied by 941 (97 percent) of the schools selected for participation in the HS&B Offerings and Enrollments Survey.

Data on course enrollments were received from only 762 (78 percent) of the eligible schools. In addition, 97 percent of these schools reported incomplete enrollment values for the courses they offered during the school year. Roughly one-third of the schools reported enrollment data for 80-90 percent of the courses they reported offering, and another one-third of the schools reported enrollment data for between 0-59 percent of their courses. Only 63 (4 percent) of the 1,516 unique course titles that were reported as being offered by one or more schools provided complete enrollment data. Approximately 72 percent of the courses identified by schools had between 40-100 percent missing enrollment data.

An adjustment for nonresponse to the request for course offerings data was incorporated into the 1981-82 estimates of course offerings. This was accomplished by adjusting the case weights for the responding schools. Case weights were multiplied by the ratio of the sum of the weights for all sampled schools to the sum of the weights for the responding schools.[3]

The nonresponse rate associated with the school-reported enrollments data undoubtedly would lead to biased estimates if these data were used in the analysis. To prevent this, it was decided to use student transcript data to estimate course enrollments. The approaches to using these data and their impact on the study are elaborated upon in Section C of this appendix.

The level of nonresponse to the HS&B Transcripts Survey closely resembled the level of nonresponse to the Offerings and Enrollments Survey's request for course offerings data. Ninety-one percent of the schools responded to the request for student transcripts. Schools provided 15,941 (88 percent) of the 18,152 transcripts requested.

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[3] This adjustment was equal to 19,725.6/18,806.2. Thus, all estimates of the number of schools offering courses were inflated by a factor of 1.04889.

The case weights for the transcripts data were adjusted to take into account differential rates of response for a number of school types and student statuses. The average nonresponse adjustment factor was 1.13.[4]

C. ESTIMATION PROCEDURES

The goals of the analysis were to identify: (1) the arts and humanities courses offered in U.S. secondary schools, (2) the enrollment levels in these courses, (3) the characteristics of schools that relate to arts and humanities course offerings and course enrollments, (4) arts and humanities student concentrators, and (5) the individual characteristics of students that are related to concentration in the arts or in the humanities.

Since the goals of the study were directed towards understanding course offerings and course enrollments in U.S. secondary schools, estimates were expanded to represent all or some portion of the national population of schools and students. The procedures used to produce the estimates found in the study tables are described below.

C.1 Estimates of Course Offerings

All estimates of the number of courses offered by secondary schools, the average number of courses offered, and the number and percentage of schools that offered courses were based on data supplied by the schools responding to the HS&B Course Offerings and Course Enrollments Survey. These estimates represent the entire population of 19,726 secondary schools. To account for the absence of offerings data from 34 of the 975 schools surveyed, all estimates of course offerings were adjusted by a factor of 1.04889. This factor represented the ratio of the sum of the sampling weights of the 975 sampled schools to the sum of the sampling weights of the 941 responding schools.

The number of schools that offered instruction in an arts and in a humanities program area (e.g., dance, crafts, foreign language, and history) was computed by taking the weighted sum of the schools reporting that a course

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[4] For more information on this adjustment see High School and Beyond Transcripts Survey (1982): Data File User's Manual, pp. 12-17.

(or courses) listed in the program area was offered during the 1981-82 school year. Since instructional programs represented aggregations of individual courses, each school was counted only once for each instructional program listed in the tables. Thus, the number and percentage of schools that offered instruction in a specific program, unless otherwise noted, translates to the number and percentage of schools that offered one or more of the courses represented by the program area.

C.2 Estimates of Course Enrollments

As noted in Section B above, 1981-82 course enrollment data were missing for an unacceptably large percentage of the course titles reported by the sampled schools. Therefore, the decision was made to estimate course enrollments from data collected by the HS&B Transcripts Survey.

The decision to use HS&B Transcript Survey data in place of the school-reported enrollments altered the meaning of the course enrollment figures. Rather than indicating the number and percentage of secondary school students enrolled in the courses grouped to form the arts and humanities instructional programs during the 1981-82 school year, the estimates contained in the tables represent the number and percentage of 1982 seniors who enrolled in one or more courses in the instructional programs over their secondary school careers.

The use of the transcript data was restricted in certain ways for the different analyses. The overall estimates of instructional program enrollments (see Table 1) were based on the number of courses in the program areas that appeared on a student's transcript. All courses appearing on the transcript were counted towards measuring instructional program enrollments. Students who had taken courses in an instructional program were summed to estimate the enrollment for a program. Students who dropped out of school subsequent to the 1980 HS&B Base Year survey were deleted from this analysis. Thus, the estimates apply only to the subpopulation of students who had attended high school for four years.

The analysis of the arts and humanities course enrollments as related to school characteristics (see Tables 25 through 34) required the elimination of transfer student data from the analysis. The decision not to use transfer student transcript data was a function of the information that was available on these students' schools and the assumptions that would need to be made if these data were used. Since the estimates of instructional program enrollments were related to school characteristics, individual school attribute data were required. These data were not available from the transfer schools; thus, the only school data available for analysis were those reported by the original 975 HS&B schools. Therefore, if transfer student data were used it would have to be assumed that the characteristics (e.g., total student enrollment) of the schools that students transferred to were the same as the characteristics of the schools that they originally attended. It would also have to be assumed that transfer students had the opportunity to take the same types of courses in each school. The validity of these assumptions was problematic for the analysis of the instructional program enrollments in specific types of schools.

C.3 Estimates of Student Concentration

The 1982 HS&B Transcript Survey was the source of data used to estimate the number and percentage of students concentrating in the arts and in the humanities. Data from this survey were also used to estimate student concentration in mathematics and the sciences.

As described in Chapter 2, concentration in the arts, humanities, mathematics, and sciences was operationally defined by the number of credits a student earned in certain courses. Only credits earned in courses where a student received a passing grade were tabulated to establish whether or not a student had concentrated in a particular area.[5]

5/ Since the credit systems of schools vary considerably, course credits in the HS&B Transcript Survey data file have been standardized using the procedures of the National Longitudinal Survey of Labor Force Behavior. The standardized credits (SCC) in the data file are defined by:

$$SSC = CC/SCO$$

Where CC = Course credit earned by the student
SCO = Number of credits offered for completion of a one-year course in a particular school.

Estimates of the number and percentage of student concentrators were expanded to represent the population of secondary school students. However, the estimates apply only to the estimated 3,266,132 1980 sophomores who were enrolled in school in the Spring of 1982, or had graduated early. The estimates do not apply to those 1980 sophomores who dropped out of school prior to the Spring of 1982.

Dropouts were excluded from the analysis of student concentration in the arts, humanities, mathematics, and sciences because of the problems they create for the interpretation of non-concentrators. With dropouts removed from consideration, non-concentrators represent only those students who had completed high school or who had been enrolled in high school for four years, but had not earned the number of credits required to be defined as a subject area concentrator.

D. STANDARD ERRORS

Each of the 1982 HS&B samples represent only one of many that could have been selected using the same sample design specifications. Estimates derived from these different samples would vary. Standard errors for the estimated totals and percentages measure the precision of these estimates, i.e., the variation of all the estimates around the theoretical, complete-coverage values. The standard errors, together with the sample estimates, may be used to define confidence intervals, i.e., ranges that would include the comparable complete-coverage value for a specified percentage of all possible samples. For example, the complete-coverage value would be included in the range from two standard errors above to two standard errors below the estimate for about 95 percent of all possible samples.

No standard errors were reported for the estimates presented in the tables in Chapter 3 and 4. Methods for approximating the standard errors of the estimated totals and percentages presented in the tables are described in the following sections.

D.1 Standard Errors for 1981-82 Course Offerings Estimates

All of the estimates of the number and percentage of schools offering courses in the different instructional programs used school-reported data. The standard error (SE) of a percentage (p) estimated from a simple random sample (SRS) of n schools from the total population of secondary schools (N) is approximately:

$$SE_{(p)} = \text{DEFT}\sqrt{(1 - n/N)\ (p)\ (100-p)/n}$$

DEFT is a correction factor used to compensate for the effect of the school sample design. Since the schools in the 1982 HS&B study were selected using a disproportionate stratified sample design, simple random sampling formula will underestimate the variance and standard errors of simple statistics such as percentages. For the school-based estimates reported in the tables, the DEFT correction factor is 1.75.

For example, with 941 schools supplying course offerings data, the standard error of the weighted percentage of schools offering dance courses in 1981-82 is:

$$SE_{(p)} = 1.75\ \sqrt{(1 - 941/19{,}726)(11.4)(88.6)/941} = 1.76 \text{ percent}$$

The standard error of the estimated number of schools offering a course is computed by multiplying the standard error of the estimated proportion ($SE_p/100$) by the number of schools in the population of U.S. secondary schools. There were 19,726 secondary schools in 1981-82.

Using the same example, the standard error of the number of schools offering one or more courses in dance in 1981-82 is 19,726 x 1.76/100 = 347 schools.

Equation 1 may also be used to approximate the standard errors of the estimated percentages or totals for the different subclasses of schools (e.g., public versus private schools or schools with different percentages of minority representation). The appropriate subclass n to use in these calculations are found in Table A.1. The population of the subclass (N) can be found in the tables in Chapters 3-5 of the report.

D.2 Standard Errors for Estimates Based on Student Data

Standard errors of the estimated number and percentage of 1982 seniors who enrolled in one or more courses in the arts and humanities instructional programs may be approximated using Equation 1.[6] Since different tables in the report are based on different subsamples of students it is important that the appropriate sample sizes (n) be used in calculating these approximations of the standard errors.

Table 1 estimates of the number and percentage of 1982 seniors who took one or more courses in the arts and humanities instructional programs during their high school careers were based on the responses of 13,972 students who participated in the transcript survey and who had not dropped out of school since base year data were collected.

Estimates reported in Tables 25 through 34 were based on the responses of those students participating in the transcript survey who were still attending their original base year school (or had graduated early). Thus, eliminated from these estimates were students who had dropped out of school or had transferred to another school. The total and subclass sample sizes (n) on which these estimates were based are reported in Table A.2.

Estimates of student concentrators were computed using the responses of those students who had not dropped out of school since the 1980 HS&B Base Year Survey. Table A.3 contains the total and subclass sample sizes used to compute these estimates.

As was the case with the standard errors of the school-based estimates, simple random sample formulas will underestimate the error associated with totals and percentages. To compensate for the effects of the HS&B sample design, all standard errors of estimates derived from the student data should be multiplied by a factor of 2.

6/ Exact standard errors using the method of balanced repeat replications, are available through NCES.

Table A.1: Numbers of Schools in the Sample, for the Major Subclasses Used in the Course Offerings Tables

	n
Total Schools	941
Type of School	
Public	835
Private Catholic	75
Private Non-Catholic	31
Region	
North	199
South	293
North Central	263
West	186
Urbanization	
Urban	236
Suburban	446
Rural	259
Race/Ethnicity of Student Body Composition	
Black	
0 Percent Black	240
1-9 Percent Black	328
10 Percent Black or Greater	323
Hispanic	
0 Percent Hispanic	363
1-9 Percent Hispanic	317
10 Percent Hispanic or Greater	212
Percentage of Female Students	
0-49 Percent Female	290
50-100 Percent Female	610
Percentage of Students from Non-English Speaking Homes	
0 Percent from Non-English Speaking Homes	379
50-100 Percent from Non-English Speaking Homes	562

Schools (Continued)

Percentage of Graduating Class Going to College

0-25 Percentage of Graduating Class Going to College	133
26-50 Percentage of Graduating Class Going to College	396
51-75 Percentage of Graduating Class Going to College	277
76-100 Percentage of Graduating Class Going to College	125

Curricula: Distribution of 12th Grade in Spring, 1980

Academic

0-33 Percent	353
34-66 Percent	324
67 Percent or Greater	187

General

0-33 Percent	407
34-66 Percent	259
67 Percent or Greater	187

Gifted - Talented Program

Not offered	293
Offered	609

Percentaged of Disadvantaged Students

0 Percent	133
1-9 Percent	274
10-24 Percent	228
25 Percent or Greater	218

Total High School Membership

Less than 500 Students	154
500 to 1499 Students	413
1500 or More Students	374

Table A.2: Numbers of Students In the Sample, for the Major Subclasses Used In the Course Enrollments Tables

	n
Total Students	13,972
Type of School	
Public	10,143
Private Catholic	2,154
Private Non-Catholic	734
Region	
North	3,106
South	3,892
North Central	3,592
West	2,441
Urbanization	
Urban	3,043
Suburban	6,624
Rural	3,364
Race/Ethnicity of Student Body Composition	
Black	
0 Percent Black	3,329
1-9 Percent Black	4,846
10 Percent Black or Greater	4,206
Hispanic	
0 Percent Hispanic	4,785
1-9 Percent Hispanic	4,545
10 Percent Hispanic or Greater	3,079
Percentage of Female Students	
0-49 Percent Female	7,503
50-100 Percent Female	5,029
Percentage of Students from Non-English Speaking Homes	
0 Percent from Non-English Speaking Homes	4,404
50-100 Percent from Non-English Speaking Homes	8,049

Schools (Continued)

Percentage of Graduating Class Going to College

0-25 Percentage of Graduating Class Going to College	1,503
26-50 Percentage of Graduating Class Going to College	5,110
51-75 Percentage of Graduating Class Going to College	3,830
76-100 Percentage of Graduating Class Going to College	2,466

Curricula: Distribution of 12th Grade in Spring, 1980

Academic

0-33 Percent	4,317
34-66 Percent	4,231
67 Percent or Greater	3,551

General

0-33 Percent	3,892
34-66 Percent	3,313
67 Percent or Greater	2,322

Gifted-Talented Program

Not offered	4,232
Offered	8,299

Percentaged of Disadvantaged Students

0 Percent	2,342
1-9 Percent	3,881
10-24 Percent	2,954
25 Percent or Greater	2,761

Total High School Membership

Less than 500 Students	2,382
500 to 1499 Students	6,061
1500 or More Students	4,588

Table A.3: Numbers of Students in the Sample, for the Major Subclasses Used in the Student Concentration Tables

	n
Total Students	13,972
Arts Concentration	
Student Concentrators	1,622
Sex	
Male	665
Female	957
Race/Ethnicity	
White	1,128
Black	154
Hispanic/Other	340
Socioeconomic Status	
Low	357
Middle	750
High	479
Father's Highest Level of Education	
High School Graduation or Less	699
Vocational, Trade or Business School	136
Some College	205
Completion of 4 or 5 Year Degree	174
Post-Graduate College Degree or Equivalent	204
Mother's Highest Level of Education	
High School Graduation or Less	791
Vocational, Trade or Business School	167
Some College	240
Completion of 4 or 5 Year Degree	167
Post-Graduate College Degree or Equivalent	113
Curricula	
General	593
Academic	753
Vocational	242

Humanities Concentrators	
Student Concentrators	3,177
Sex	
Male	1,531
Female	1,646
Race/Ethnicity	
White	2,076
Black	371
Hispanic/Other	730
Socioeconomic Status	
Low	557
Middle	1,217
High	1,312
Father's Highest Level of Education	
High School Graduation or Less	1,089
Vocational, Trade or Business School	260
Some College	354
Completion of 4 or 5 Year Degree	469
Post-Graduate College Degree or Equivalent	636
Mother's Highest Level of Education	
High School Graduation or Less	1,332
Vocational, Trade or Business School	280
Some College	486
Completion of 4 or 5 Year Degree	466
Post-Graduate College Degree or Equivalent	333
Curricula	
General	625
Academic	2,169
Vocational	317
Math Concentration	
Student Concentrators	1,556
Science Concentration	
Student Concentrators	1,496

Sex	
Male	6,928
Female	7,044
Socioeconomic Status	
Low	3,814
Middle	6,145
High	3,486
Race/Ethnicity	
White	8,379
Black	1,950
Hispanic/Other	3,643
Community Type	
Urban	4,079
Suburban	2,430
Rural	5,127

E. Subject Areas and Instructional Programs by Codes for the Classification of Secondary School Courses

The subject areas, arts and humanities, were subdivided into instructional programs. The secondary school courses which constitued the instructional programs were classified according to the codes for the Classification of Secondary School Courses (CSSC). The CSSC was originally developed for use in coding transcripts of students participating in the National Center for Education Statistics' longitudinal High School and Beyond study. This nationwide inventory of high school courses identifies each course with a six-digit numerical code. Each subject area and its subdivisions are listed. The appropriate CSSC codes and their titles follow.

ARTS

Dance

50.0300	Dance, Other
50.0311	Modern Dance for Beginners 9
50.0311	Rhythm and Dance 9
50.0312	Creative Dance 10
50.0312	Modern Dance for Beginners 10
50.0312	Rythm and Dance 10
50.0313	Modern Dance for Beginners 11
50.0313	Creative Dance 11
50.0313	Rhythm and Dance 11
50.0314	Creative Dance 12
50.0314	Modern Dance for Beginners 12
50.0314	Rhythm and Dance 12
50.0321	Modern Dance 9, Intermediate
50.0322	Modern Dance 10, Intermediate
50.0323	Modern Dance 11, Intermediate
50.0324	Modern Dance 12, Intermediate
50.0311	Dance 9, Advanced
50.0322	Dance 10, Advanced
50.0333	Dance 11, Advanced
50.0344	Dance 12, Advanced
50.0341	Performing Dance Group 9
50.0342	Performing Dance Group 10
50.0343	Performing Dance Group 11
50.0344	Performing Dance Group 12
50.0351	Ballet and Jazz for Beginners 9
50.0352	Ballet and Jazz for Beginners 10
50.0353	Ballet and Jazz for Beginners 11
50.0354	Ballet and Jazz for Beginners 12
50.0361	Folk Dance
50.0371	Ethnic Dance
50.0371	Square Dance
50.0381	Aerobic Dance

Dramatic Arts

50.0500	Dramatic Arts, Other
50.0511	Acting Fundamentals 9
50.0511	Theater Arts 1
50.0511	Stagecraft 9
50.0512	Acting Fundamentals 10
50.0512	Dramatics 10
50.0512	Stage Design and Stage Craft 10
50.0512	Play Production 10
50.0512	Stagecraft 10
50.0513	Acting Fundamentals 11
50.0513	Acting Workshop
50.0513	Dramatics 11
50.0513	Stagecraft 11
50.0513	Theatre Projects 11
50.0513	Play Production 11
50.0513	Theater Production 11
50.0514	Dramatics 12
50.0514	Acting Fundamentals 12
50.0514	Play Production 12
50.0514	Theater Projects 12
50.0514	Stagecraft 12
50.0514	Theater Workshop 12
50.0521	Improvisation and Mime
50.0531	Playwriting
50.0541	Theater Practicum Contract
50.0561	Drama, Independent Study
50.0600	Film Arts, Other
50.0621	Photography 10
50.0622	Photography 11, Elementary
50.0622	Visual Composition
50.0623	Photography 12, Elementary
50.0631	Photography 11, Advanced
50.0632	Photography 12, Advanced
50.9900	Visual and Performming Arts, Other

Design

50.0400	Design, Other
50.0411	Graphic Design
50.0421	Theater Makeup
50.0431	Lighting Fundamentals, Theater

Graphic and Commercial Arts

08.0121	Fashion Design and Illustration
48.0211	Advertising Design
48.0211	Commercial Art 1
48.0212	Commercial Art 2
50.0800	Graphic Arts Technology, Other

Crafts

50.0213	Crafts 9
50.0213	Creative Crafts 9
50.0214	Creative Crafts 10
50.0214	Crafts 10
50.0214	Home Decorative Crafts 1
50.0214	Applied Art 10
50.0215	Applied Art 11
50.0215	Home Decorative Crafts 2
50.0215	Crafts 11
50.0215	Creative Crafts 11
50.0216	Crafts 12
50.0216	Creative Crafts 12
50.0216	Applied Art 12
50.0221	Design Crafts 11, Advanced
50.0221	Creative Crafts 11, Advanced
50.0221	Crafts 11, Advanced
50.0222	Crafts 12, Advanced
50.0231	Decorator Crafts
50.0241	Enameling
50.0251	Art Metals
50.0251	Jewelry
50.0263	Ceramics 9
50.0264	Ceramics 10
50.0264	Pottery 10
50.0265	Ceramics 11
50.0265	Pottery 11
50.0266	Ceramics 12
50.0266	Pottery 12
50.0271	Art Textiles, Fiber Design
50.0271	Textile Design
50.0271	Weaving and Dyeing
50.0281	Model Building
50.0291	Printer's Ink
50.0291	Printmaking

Fine Arts

50.0700	Fine Arts, Other
50.0703	Art, General
50.0703	Arts and Crafts Studio
50.0703	Fine Arts Studio
50.0703	Studio in Art
50.0703	Studio Art Laboratory
50.0703	Survey Media
50.0704	Art 9
50.0704	Art 1
50.0705	Art 2
50.0705	Art 10
50.0706	Art 11
50.0706	Art 3
50.0707	Art 4
50.0707	Art 12
50.0708	Art 1, Independent Study

50.0709	Art 2, Independent Study
50.0709	Senior Studio
50.0711	Art Services 10
50.0711	School Beautification 10
50.0712	Art Services 11
50.0712	School Beautification 11
50.0713	Art Services 12
50.0713	School Beautification 12
50.0714	Drawing
50.0714	Drawing and Color
50.0714	Drawing Techniques
50.0714	Drawing and Painting
50.0714	Two Dimensional Design
50.0715	Painting 1
50.0716	Painting 2
50.0717	Watercolor Painting
50.0717	Watercolor 1
50.0717	Watercolors and Airbrush
50.0718	Cartooning
50.0719	Mural Painting
50.0720	Plastic Arts
50.0720	Wood and Stone Carving
50.0720	Three Dimensional Design
50.0720	Sculpture
50.0720	Three Dimensional Art
50.0721	Silk Screen
50.0722	Assemblage
50.0723	Design
50.0723	Color and Design
50.0723	Product Design
50.0724	Figure Drawing
50.0724	Life Drawing
50.0724	Portraiture
50.0725	Calligraphy
50.0726	Art History and Appreciation
50.0730	Artist in Residence Program

Music

50.0900	Music, Other
50.0907	Band 9
50.0908	Band 9, Advanced
50.0909	Band, Concert
50.0910	Band, Marching
50.0911	Band, Symphonic
50.0911	Senior Band Front
50.0912	Orchestra 7
50.0916	Orchestra 9
50.0917	Orchestra 9, Advanced
50.0918	Orchestra 10
50.0919	Orchestra 11
50.0919	Concert Orchestra
50.0920	Orchestra 12
50.0920	Symphonic Orchestra
50.0921	Instrumental String Class
50.0922	Brass and Percussion Class

Music (Cont'd)

50.0923	Brasswind
50.0923	Wind Ensemble
50.0924	Woodwind Class
50.0925	Electronic Music, Introduction
50.0926	Music on Stage
50.0926	Jazz Ensemble
50.0926	Ensemble, Instrumental
50.0926	Stage Band
50.0927	Guitar, Beginning
50.0928	Guitar, Intermediate
50.0929	Guitar, Advanced
50.0930	Handbells
50.0931	Piano 1
50.0931	Keyboard
50.0932	Piano 2
50.0933	Organ
50.0934	Music Lessons, Applied
50.0939	Chorus 9
50.0940	Chorus 9, Advanced
50.0941	Chorus 10
50.0942	Chorus 10, Advanced
50.0943	Chorus 11
50.0944	Chorus 11, Advanced
50.0945	Chorus 12
50.0946	Chorus 12, Advanced
50.0947	Pop Rock Ensemble
50.0947	Concert Chorale
50.0947	Barbershop Octet
50.0947	Chamber Singers
50.0947	Glee Club
50.0947	Madrigal Singers
50.0947	A Capella Choir
50.0947	Vocal Ensemble
50.0948	Ear Training and Sight Singing
50.0948	Voice Class
50.0949	Harmony and Composition
50.0949	Composition, Musical
50.0950	Orchestration
50.0950	Arranging
50.0951	Conducting
50.0952	Music Theory
50.0952	Musicianship
50.0965	American Musical Theater
50.0965	Music Theater
50.0965	Jazz and Stage Ensemble
50.0965	Theater Music Workshop
50.0966	Music Reading and Conference
50.0966	Music, Independent Study
50.0966	Symphony and Lecture Series

Creative Writing

23.0500	Creative Writing, Other
23.0511	Creative Writing 10
23.0511	Creative Writing 1
23.0512	Creative Writing 2, Workshop
23.0512	Creative Writing 11
23.0513	Creative Writing 12
23.0521	Creative Writing, Independent Study

HUMANITIES

Humanities and Social Science

30.0400	Humanities and Social Science, Other
30.0411	Humanities
30.0411	People and Their Culture
30.0421	Humanities of Western Civilization
30.0421	Humanities, European
30.0431	Humanities, American
30.0441	Humanities, African
30.0451	Humanities, Near East and Far East

Multi-disciplinary and Inter-disciplinary Studies

30.0500	Peace Studies, Other
30.0700	Women's Studies, Other
30.0711	Women in American Society
30.0711	Women's Studies
30.0721	Women's Studies in Literature
30.9900	Multi/Interdiciplinary Studies, Other

Philosophy

38.0100	Philosophy. Other
38.0111	Systems of Philosophy
38.0111	Philosophy Seminar
38.0111	Philosophy
38.0121	Ethics
38.0131	English Language, Logic and Reason
38.0131	Clear Thinking
38.0131	Logic
38.0141	Epistemics
38.0151	Social Justice Issues

Religion

38.0206	Comparative Religion and Philosophical Systems
38.0206	Comparative Religion
38.0208	Eastern Religious Thought
38.0208	Religions of the East from Hinduism to Zen
38.0210	Religious Development in the West
38.0210	Western Religions
38.0211	Religion and Literature
38.0212	Religion, Introduction

Foreign Languages

16.0100	Foreign Languages, Multiple Emphasis, Other
16.0111	Foreign Language, Exploratory
16.0121	English as a Second Language 1
16.0121	TESOL, Beginning
16.0122	English as a Second Language 2
16.0122	TESOL, Intermediate
16.0123	English as a Second Language 3
16.0123	TESOL, Advanced
16.0124	English as a Second Language, Skills Lab
16.0200	African (Non-Semitic) Languages, Other
16.0211	Swahili 1
16.0212	Swahili 2
16.0300	Asiatic Languages, Other
16.0311	Cantonese 1
16.0312	Cantonese 2
16.0313	Cantonese 3
16.0321	Mandarin 1
16.0322	Mandarin 2
16.0323	Mandarin 3
16.0324	Mandarin 4
16.0325	Mandarin 5
16.0331	Japanese 1
16.0332	Japanese 2
16.0333	Japanese 3
16.0334	Japanese 4
16.0335	Japanese 5
16.0341	Hawaiian 1
16.0342	Hawaiian 2
16.0343	Hawaiian 3
16.0344	Hawaiian 4
16.0345	Hawaiian Language and Culture
16.0351	Korean 1
16.0352	Korean 2
16.0353	Korean 3
16.0354	Korean 4
16.0355	Korean 5
16.0400	Balto-Slavic Languages, Other
16.0411	Ukrainian 1
16.0421	Russian 1

Foreign Languages (Cont'd)

16.0422	Russian 2
16.0423	Russian 3
16.0424	Russian 4
16.0425	Russian 5
16.0426	Russian 6
16.0427	Foreign Language Contract, Russian
16.0431	Czech 1
16.0432	Czech 2
16.0433	Czech 3
16.0441	Polish 1
16.0442	Polish 2
16.0443	Polish 3
16.0444	Polish 4
16.0600	Greek, Other
16.0611	Modern Greek for Survival
16.0621	Modern Greek 1
16.0700	Indic languages, Other
16.0800	Iranian Languages, Other
16.0500	Germanic Languages, Other
16.0513	German 9
16.0513	German 1
16.0514	German 2
16.0514	German 10
16.0515	German 11
16.0515	German 3
16.0516	German 12
16.0516	German 4
16.0517	German 5
16.0517	German, Advanced Placement
16.0518	German Field-Based Experience
16.0518	German, Reading and Conference
16.0519	German, Independent Study
16.0519	Foreign Language Contract, German
16.0521	Norse 1
16.0521	Norwegian 1
16.0522	Norwegian 2
16.0522	Norse 2
16.0531	Swedish 1
16.0532	Swedish 2
16.0533	Swedish 3
16.0541	Yiddish 1
16.0542	Yiddish 2
16.0543	Yiddish 3
16.0900	Italic Languages, Other
16.0903	French 1
16.0903	French 9
16.0904	French 2
16.0904	French 10
16.0905	French 11
16.0905	French 3
16.0906	French 4
16.0906	French 12

Foreign Languages (Cont'd)

16.0907	French 5
16.0907	French, Advanced Placement
16.0908	French Reading and Conference
16.0908	French Field-Based Experience
16.0908	French Seminar
16.0908	French for Travelelers
16.0909	Foreign Language Contract, French
16.0910	French, Conversational
16.0913	Italian 1
16.0913	Italian 9
16.0914	Italian 10
16.0914	Italian 2
16.0915	Italian 3
16.0915	Italian 11
16.0916	Italian 12
16.0916	Italian 4
16.0917	Italian, Advanced Placement
16.0917	Italian 5
16.0918	Italian Field-Based Experience
16.0919	Foreign Language Contract, Italian
16.0920	Latin Graffiti for Anybody
16.0920	Latin 9
16.0920	Latin 1
16.0921	Latin 2
16.0921	Latin 10
16.0922	Latin 11
16.0922	Latin 3
16.0923	Latin 4
16.0923	Latin 12
16.0924	Latin, Advanced Placement
16.0924	Latin 5
16.0925	Foreign Language Contract, Latin
16.0926	Portuguese 1
16.0927	Portuguese 2
16.0928	Portuguese 3
16.0929	Portuguese 4
16.0930	Portuguese 5
16.0932	Spanish 8
16.0933	Spanish, Beginning
16.0933	Spanish 1
16.0933	Spanish 9
16.0934	Spanish 2
16.0934	Spanish 10
16.0935	Spanish 3
16.0935	Spanish, Intermediate
16.0935	Spanish 11
16.0936	Spanish 4
16.0936	Spanish 12
16.0937	Spanish 5
16.0937	Spanish, Advanced Placement
16.0938	Spanish Seminar
16.0938	Spanish Field-Based Experience

Foreign Languages (Cont'd)

16.0939	Spanish, Independent Study
16.0939	Foreign Language Contract, Spanish
16.0940	Spanish for Spanish Speakers
16.0940	Spanish for Native Speakers
16.0941	Spanish for Travelers
16.0942	Spanish, Job Related
16.0942	Spanish, Commercial
16.1000	Native American Languages, Other
16.1100	Semitic Languages, Other
16.1111	Hebrew 1
16.1112	Hebrew 2
16.1113	Hebrew 3
16.1114	Hebrew 4
16.9900	Foreign Languages, Other

History

45.0800	History, Other
45.0807	United States History, State and Local
45.0807	State History and Government
45.0807	State History
45.0808	United States History, State, Advanced Placement
45.0809	American History, Basic
45.0810	American History and World Background
45.0810	American History
45.0811	Age of Discovery
45.0811	Founding of America
45.0811	United States History 1
45.0812	Modern American History
45.0812	United States History 2
45.0813	United States History, Honors
45.0814	American History, Advanced Placement
45.0814	American History, College
45.0814	United States History, Advanced Placement
45.0815	Westward Movement
45.0816	American History, Contemporary
45.0816	Twentieth Century America
45.0816	Twentieth Century America, Survey
45.0817	Twenties and Thirties
45.0817	Roaring 20's and Depressed 30's
45.0818	America, Post War World
45.0818	America Since 1945
45.0818	United States History, Recent
45.0819	Nineteen Sixties
45.0820	Nineteen Seventies
45.0821	Reform in American History
45.0822	American Inquiries
45.0823	Historic Events, Unites States
45.0824	American Wars, Causes and Effects
45.0824	American Wars and Diplomacy
45.0824	World Wars
45.0825	Civil War

History (Cont'd)

45.0826	Civil War, Reconstruction and Industrialism
45.0827	War and Modern Consciousness
45.0828	World War II
45.0829	United States Military History 1
45.0830	United States Military History 2
45.0831	United States History, Field Study
45.0832	North American History
45.0833	Mexican History
45.0834	South American History
45.0835	History of World Civilization
45.0835	Eye on the World
45.0835	Survey of World Studies
45.0835	World History and Culture
45.0835	World History
45.0835	World Geography and World Cultures
45.0836	World History, College
45.0837	Modern World Civilization
45.0837	World History, Modern
45.0838	Current World History
45.0838	World Civilization, Twentieth Century
45.0839	World Civilization, Twentieth Century, Honors
45.0840	Western Civilization 9
45.0840	World Civilization 9
45.0841	World Civilization 9, Honors
45.0841	Western Civilization 9, Honors
45.0842	European History
45.0842	Western Civilization, History
45.0843	Early Western Civilization
45.0844	Western Civilization, Advanced Placement
45.0844	World History, Advanced
45.0845	Ancient and Classical World
45.0846	Ancient Greek History
45.0847	Rome and Her Empire
45.0848	Ancient History and Middle Ages
45.0848	Ancient World History
45.0848	Development of Civilization
45.0849	Early World History
45.0849	English History
45.0850	English History, Honors
45.0851	French Revolution, Honors
45.0852	Modern Europe
45.0853	European History Mid-Nineteenth Through Mid-Twentieth Centuries
45.0854	European History, Twentieth Century
45.0854	Twentieth Century Europe
45.0855	European History, Advanced Readings
45.0856	European History, Modern, Advanced Placement
45.0856	Western Civilization, Modern
45.0857	Third World History
45.0858	African History
45.0859	Africa, Middle East and Latin America
45.0860	Latin American History
45.0861	Middle East History

History (Cont'd)

45.0862	Israel, History
45.0863	Eastern Civilization
45.0864	Far East, History
45.0865	Asian History, Modern
45.0866	Pacific Lands, History
45.0867	Russian History
45.0868	World Leaders, Past and Present
45.0869	Historical Research

Anthropology/Cultural Geography

45.0200	Anthropology, Other
45.0211	Anthropology
45.0221	Comparative Cultural Patterns
45.0221	Cultural Pluralism
45.0221	Multicultural Education
45.0231	Anthropology, Myth and Magic
45.0241	Cultural Anthropology, Research
45.0704	Geography
45.0704	Cultural and Physical Geography
45.0704	World Geography
45.0709	Man and His Environment
45.0709	Human and Cultural Geography
05.0100	Area Studies, Other
05.0101	Area Studies
05.0102	American Studies, Basic
05.0103	American Studies, Academic
05.0103	American History and American Character
05.0103	American Studies, Regents
05.0103	American Studies, General
05.0104	American Social Change
05.0104	America's People and Problems
05.0104	Contemporary America
05.0104	Factors that Made America Great
05.0105	American Studies, Honors
05.0106	New England Studies
05.0107	Old South
05.0108	American West
05.0108	American Frontiers
05.0108	How the West Was Won
05.0108	Wild West
05.0109	Southwest United States
05.0110	Anglo America
05.0111	North America and Current Events
05.0112	North and South America
05.0113	Latin America and the Caribbean
05.0113	Latin American
05.0113	Latin American Studies
05.0113	Mesoamerica
05.0113	South America
05.0114	World Cultures 1
05.0114	World Studies 1
05.0115	World Studies 2

Anthropology/Cultural Geography (Cont'd)

05.0115	World Cultures 2
05.0116	World Cultures, Honors
05.0116	World Studies, Honors
05.0117	Comparative World Cultures
05.0118	European Culture Studies, Basic
05.0118	Western Europe on the Move
05.0119	Europe and Current Events
05.0119	Europe Culture Studies, General
05.0119	Europe Culture Studies, Regents
05.0119	Western Man
05.0119	Western European Culture Studies, Academic
05.0120	European Culture Studies, Honors
05.0120	Western European Culture Studies, Honors
05.0121	Developing World
05.0121	Developing Nations
05.0121	Emerging Nations
05.0122	African Cultural Area
05.0122	African Area Studies
05.0123	Africa and South America
05.0124	Asian and African Cultural Studies, Basic
05.0125	Asian and African Cultural Studies, General
05.0125	Asian and African Cultural Studies, Regents
05.0126	Asian and African Cultural Studies, Honors
05.0127	Asian Studies
05.0127	East Asian Studies
05.0127	Chinese and Japanese Cultures
05.0127	Oriental Cultures
05.0127	Orient, Land of Mystery
05.0128	History of China
05.0129	Asia, Africa and Mideast
05.0130	Africa and Middle East
05.0131	Middle Eastern Studies
05.0132	Middle East, War of Survival
05.0133	Making of Modern Russia
05.0133	Soviet Union
05.0133	U S S R
05.0133	Russian and Slavic Studies
05.0133	Soviet Area Studies
05.0134	Soviet Union and China
05.0135	Soviet Union and Afro American Developing Nations
05.0136	History of Russia
05.0137	Neglected World
05.0138	Global Perspectives
05.0138	Global Issues
05.0138	Global Studies
05.0138	Global Education
05.0138	World Problems
05.0200	Ethnic Studies, Other
05.0211	American Intercultural Heritage
05.0211	Minority Groups in the United States
05.0211	Minorities
05.0211	Minorities in United States History
05.0211	Minorities in America

Anthropology/Cultural Geography

05.0211	Multi Ethnic Cultures
05.0211	Minority People
05.0211	United States Cultures
05.0221	Ethnic and Family Heritage
05.0231	American Black History
05.0231	Afro American Culture and History
05.0231	Afro American Studies
05.0231	Black Studies
05.0231	Black History
05.0231	Black Experience
05.0241	Economics of Afro Americans
05.0251	American Indian
05.0251	Indians of North America
05.0261	Jewish Historical Significance
05.0271	Mexican American Studies
05.0271	Mexican American Heritage
05.0281	Hawaiiana
05.0291	Hawaiian Culture Studies, Modern
05.9900	Area and Ethnic Studies, Other

English and the Study of Literature

23.0100	English, Other General
23.0106	English 1, Below Grade Level
23.0106	English 9, Basic
23.0106	Communication Skills, Non College
23.0107	English 1
23.0107	English 9, Average
23.0108	English 1, Honors
23.0108	English 9, Honors
23.0109	English 10, Basic
23.0109	English 2, Below Grade Level
23.0110	English 10, Average
23.0110	English 2
23.0111	English 2, Honors
23.0111	English 10, Honors
23.0112	English 3, Below Grade Level
23.0112	English 11, Basic
23.0113	English 11, Average
23.0113	English 3
23.0114	English 3, Honors
23.0114	English 11, Honors
23.0115	English 12, Basic
23.0115	English 4, Below Grade Level
23.0116	English 4
23.0116	English 12, Average
23.0117	English, Advanced Placement
23.0117	English 4, Honors
23.0117	English 12, Honors
23.0118	Modern Classical Literature
23.0118	World Literature
23.0119	Renaissance Literature
23.0119	Man in a New World

English and the Study of Literature (Cont'd)

23.0120	Man and Nature
23.0120	Romanticism
23.0121	Realism
23.0122	Big Books of the 20th Century
23.0122	Contemporary Fiction
23.0122	Literature, Contemporary
23.0122	Twentieth Century Literature
23.0123	Irish Literature
23.0124	Russian Literature
23.0125	Bible as Literature
23.0125	Literature of the Bible
23.0126	Heroes, Gods and Monsters
23.0126	Mythology and Fable
23.0126	Mythology and Folklore
23.0127	Drama, Introduction
23.0128	World Drama
23.0129	Plays, Modern Survey
23.0130	Novels
23.0131	Short Story
23.0131	Short Narrative
23.0131	Short Fiction
23.0132	Mysteries
23.0133	Poetry
23.0134	Rock Poetry
23.0135	American Humor
23.0135	Humor
23.0135	Let's Laugh
23.0136	Biography
23.0136	Famous Personalities
23.0137	Non Fiction
23.0138	Fiction and Fantasy
23.0138	Science Fiction
23.0138	Literature of the Mysterious
23.0139	Themes in Literature
23.0139	Modern Journalistic Literature
23.0139	War and Peace
23.0140	Literature of Human Values
23.0141	Ethnic Literature
23.0141	Minority Literature
23.0142	Women in Literature
23.0143	Sports Through Literature
23.0144	Occult Literature
23.0144	Supernatural Literature
23.0145	Protest Literature
23.0146	Adolescent Fiction
23.0146	Books and the Teenage Reader
23.0146	Youth and Literature
23.0147	Heroes
23.0148	Utopias
23.0149	Death
23.0150	Nobel Prize Authors
23.0151	Seminar In an Author
23.0152	English, Real Life Problem Solving

English and the Study of Literature (Cont'd)

23.0153	Effective Reading
23.0153	Best Sellers
23.0153	Reading, Individualized
23.0153	Reading, Independent Study
23.0153	Reading for Pleasure
23.0153	Reading and Conference
23.0153	Literature, Individualized
23.0153	Reading Laboratory
23.0154	College Writing
23.0154	Writing and Research
23.0154	Research Technique
23.0154	Research Process
23.0154	Research Paper
23.0154	Research and Writing the Term Paper
23.0200	Classics, Other
23.0211	Classical Mythology
23.0211	Mythological Literature, Greek and Roman
23.0300	Comparative Literature, Other
23.0311	Comparative Literature
23.0311	Comparisons in Literature
23.0700	Literature, American, Other
23.0711	American Writers
23.0711	American Literature
23.0711	American Experience
23.0711	Selected American Authors
23.0711	Portrait of an American
23.0721	Afro American Literature
23.0721	Black Literature
23.0721	Literature of Black America
23.0731	American Dream in Literature
23.0731	American Dilemma
23.0731	American Cultural Patterns
23.0731	American Philosophy in Literature
23.0731	American Heroes
23.0741	Folklore, American
23.0751	American Indian Literature
23.0751	Indian Literature
23.0761	Regional Writers
23.0761	State Writers
23.0771	Frontier Literature
23.0771	Western Literature
23.0781	Mexican American Literature
23.0800	Literature, English, Other
23.0811	British Literature, Conventions and Experiments
23.0811	British Literature Survey
23.0811	Background of Modern British Literature
23.0811	Major British Writers
23.0821	Ages of Man
23.0821	Political Intrigue and Murder
23.0821	Shakespeare
23.0831	Modern British Writers
23.0841	Victorian Literature
23.0851	Satire, Modern British

Rhetoric and Composition (Cont'd)

23.0411	Language Structure 12
23.0412	Etymology
23.0412	Word Clues
23.0412	Wordsearch
23.0413	Handwriting
23.0413	Penmanship
23.0414	Interpersonal Communication

Cultural Appreciation

50.0551	Drama, History
50.0611	Film Study
50.0611	Film Appreciation
50.0611	Film Criticism
50.0612	Language of the Cinema
50.0726	Arts and the Masters
50.0727	Black Fine Arts
50.0728	Mexico, Fine Arts
50.0729	Bicultural Art
50.0731	Ethnic Art History
50.0732	Art As A Multicultural Study
50.0954	Music History 8
50.0954	Music Through the Ages
50.0955	Music History 9
50.0955	Contemporary Music 9
50.0955	Pop Music History 9
50.0956	Pop Music History 10
50.0956	Contemporary Music 10
50.0956	Music History 10
50.0957	Music History 11
50.0957	Music Literature 11
50.0957	Contemporary Music 11
50.0957	Pop Music History 11
50.0958	Pop Music History 12
50.0958	Contemporary Music 12
50.0958	Music History 12
50.0959	Music Literature 9
50.0959	Traditional Music 9, Survey
50.0960	Music Literature 10
50.0960	Traditional Music 10, Survey
50.0961	Traditional Music 11, Survey
50.0962	Music Literature 12
50.0962	Traditional Music 12, Survey
50.0963	Music Appreciation
50.0963	Adventures In Listening
50.0964	Folk Music, Ethnic

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